DOCUMENT RESUME

ED 103 682 CE 003 290

TITLE	Bright Ideas for Career Education: An Arizona Activity Guide.
INSTITUTION	Arizona State Dept. of Education, Phoenix.
PUB DATE	Dec 74
NOTE	134p.
EDRS PRICE	MF-$0.76 HC-$6.97 PLUS POSTAGE
DESCRIPTORS	*Career Awareness; *Career Education; Class Activities; Elementary Education; *Elementary Secondary Education; *Enrichment Activities; Integrated Activities; Learning Activities; *Resource Materials; Secondary Education; Units of Study (Subject Fields); Vocational Development

ABSTRACT

The teachers' resource guide is designed to provide briefly stated but easily adapted ideas for career education activities. The document is organized according to grade level (K-3, 4-6, 7-9, 10-12). Activities for the K-6 grade levels are subgrouped by career elements: career awareness, self-awareness, attitudes and appreciations, decision making, economic awareness, beginning competency, and educational awareness. Activities for grades 7-12 are subgrouped by subject area: English, foreign language, social studies, science, math, home economics, physical education, art, music, agriculture, special education, and business education. (MW)

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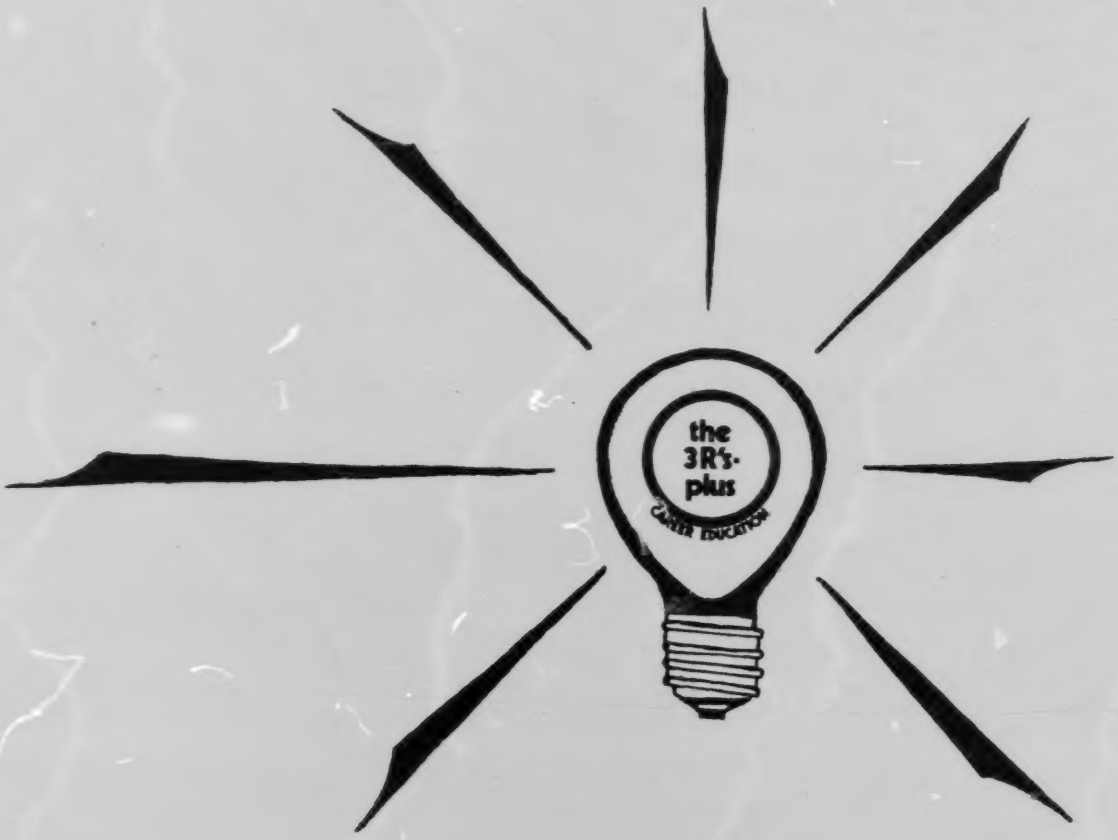

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BRIGHT IDEAS FOR CAREER EDUCATION

AN ARIZONA ACTIVITY GUIDE

ARIZONA DEPARTMENT OF EDUCATION
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2/3

PREFACE

This guide is designed to aid Career Education teachers. The activities were extracted from resource units produced by Arizona Career Education Projects. The original impetus for the Project came from the Clearinghouse Task Force, made up of members from Apache-Navaho, Agua Fria, Cochise, Coconino, DICE, Mesa, Mohave, Project: Career Bound, Roosevelt, Tri-County, Pima, Pinal, Yavapai, Yuma and WACOP. Acknowledgement is freely given to the Task Force which forged the guidelines for the final project. The original units were also developed by and from these state projects.

Ruth Catalano, Ed.D.
Ed Burton
WACOP

December, 1974

INTRODUCTION

Now that you have a copy of BRIGHT IDEAS, what do you do with it? PLENTY!! Because it is designed to be used when working with teachers, wherever you find them, to give new fuel for exciting teaching. The activities contained in it do not require specific media and use only resources that are available in Arizona schools.

BRIGHT IDEAS was created as a tool for Career Education Personnel to provide a proven response when a teacher asks: "What ideas do you have for...?" Teachers need ideas, but are often too busy to dig through large volumes of material to seek new activities. Activity ideas are here, suitable for application in most situations with little or no adaptation. New teachers should find the ideas contained within this volume helpful in grasping the Arizona Career Education Concepts.

Activities are arranged by grade level (K-3, 4-6, 7-9, 10-12) and subgrouped by Career Education Elements (K-6 or subject area 7-12).

HOW TO USE BRIGHT IDEAS

Only 500 copies have been printed and the Career Education Projects are expected to copy and furnish to teachers material from the book as it is requested, or as seems suitable and useful.

BRIGHT IDEAS has been printed in looseleaf form so that it may be arranged in the most appropriate manner for individual use and also so that pages may be readily removed for copying and easily replaced.

For workshop use suitable sections could be reproduced in quantities (ditto-mimeograph). A recommended activity for workshops would be to develop additional activities. If eighteen copies are sent to the Research Coordinating Unit (RCU) they could be disseminated through that agency, added to BRIGHT IDEAS and shared throughout the State. This would both increase the store of activities in the State and get teachers involved in "thinking" Career Education.

For evaluation purposes, the Career Education Clearinghouse requests that each project give feedback on usage (to Mary Allshouse) using the forms found on the next page. This form should be attached to the Project Director's Monthly Report and will be forwarded to the Clearinghouse.

FEEDBACK TO MARY (Allshouse, that is)--tear off and include with Director's Monthly Report

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MAY Feedback from BRIGHT IDEAS TO: Career Education Clearinghouse

Approximately ____ pages were used either as review or duplicated for teachers through workshop/individual conference/other.
Outstanding activities included:

Most requested pages:

Project_____

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K-3 Activities

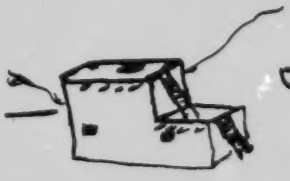
ELEMENT	PAGES
Career Awareness	5-16
Self Awareness	17-19
Attitudes and Appreciations	20-22
Decision Making	23
Economic Awareness	24-26
Beginning Competency	27-32
Educational Awareness	33

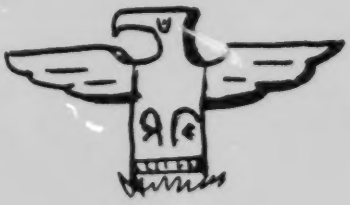
- During a study of industry in the community or the world, place a single article on the table or bulletin board (example: a shoe). Have available to students a supply of paper or cards the same size and marking pens. During the course of a day or week have students fill the article with names of jobs that relate directly to the article. At the end of the time period use the resulting words to practice alphabetizing, use as spelling drill, match to entries in phone directory or encyclopedia (check to see if the job really is directly related to the article), etc.

- Start a class Guest Book. Have the students devote a page or two to each speaker who comes to the classroom during the school year including, if possible, a picture of the speaker, his signature, occupation and a brief summary of the information presented.

- To demonstrate awareness of occupations which can be readily identified by uniform have students make paper dolls and dress them according to their work. These can then be used to "people" dioramas or as additional materials for a mural depicting the community or a small phase of it (such as a factory, or the school plant itself).

- Many craft activities lend themselves admirably to inclusion in the study of Indians in local or American History. These can be carried out with the necessity of sufficient research to be real learning experiences. Examples are: Construct a totem pole, make God's Eye (Ojo de Dios), make dye from various roots and berries, make Kachina dolls, build models of various types of Indian homes, canal construction, farming operations, sandpaper drawings (to simulate sand paintings), singing and dancing activities.





All illustrations by Ed Burton.

- In learning how homes are made (including concepts of cost, materials used, tools needed and time required) as well as concepts of responsibility and dependability, the building of a playhouse can be used. The children will learn the different jobs in building a house such as a plumber, roofer, carpenter, etc. as well as getting an awareness of the tools used and their names. They will also learn the advantages and necessity of working together. Field trips or catalog excursions to lumberyards would start the unit. Encourage study of how houses are built. If possible parent involvement could be heavy in the design and supply portions of the project. The final result--the playhouse could be one for the classroom or the school playground. As a culminating activity the structure could be "inspected" by the city building inspector for safety and meeting City code (an entire learning sequence in itself).

- In a unit on wheat and bread class members can plant wheat in a box in the classroom and watch the seed germinate. If possible have a real planter, plow, cultivator and tractor come to the school, or use Tonka (or similar) toys to illustrate the equipment involved. Vocabulary terms related to this study could include: farmer, irrigator, planter, cultivator, tractor driver. At a later stage of the study (harvesting) vocabulary expansion would include: combine operator, truck driver, scales personnel, elevator operators (grain elevator), and bookkeepers. At this point in the unit the importance of mathematics is well illustrated. (If the scales operator cannot read accurately the weight, the farmer will not get the correct money for the wheat. If the bookkeeper is sloppy, someone will lose money in the process. At the point in the unit covering the milling of the wheat the students could participate in the production of an episode for a movie or T.V. show depicting the milling processes. To illustrate the baking process (flour to bread) students can develop a mural depicting the processes and people involved in a bakery. If a three dimensional mural is possible, products, equipment and uniforms could be incorporated into the final art product for greater impact and reality.

- During the first weeks of school lead students into a discussion of all the people who make it possible for them to be in school. Stress, especially, the non-school jobs such as: parent's boss, electric company employees, state health board employee (X-ray, etc) and such.

- As part of recreation and leisure activity awareness, have students develop, through cooperative efforts, displays, interest centers or bulletin boards using magazine cutouts and original drawings depicting "People Who Give Us Fun." These representations should include parents, park ranger, lifeguard, clown, circus performers, race drivers, the people who make play equipment and games, doll designers, etc.

- To increase student awareness of various occupations and careers, create a game setting similar to "What's My Line?" with students simulating the contestants and panel. Students not familiar with the program and rules should have the opportunity to watch at least one "guest" go through the program. The score keeping activity is an example of use of mathematics (simple addition) in the world outside of the classroom.

- In developing language and logic skills have students select one activity that they can and do participate in daily (such as using the telephone). Have the class as a group list all the various jobs that they can think of that enable them to do the activity. If possible, utilize the phone directory to locate any of these functions in the local community.

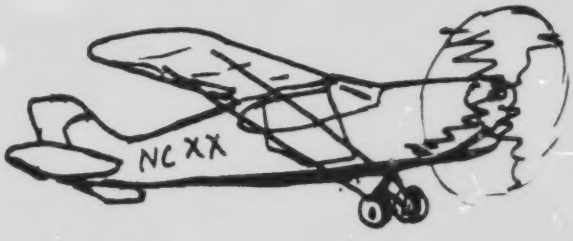
- As part of an art lesson, and illustrative of non-verbal communication systems which man has devised, have students construct models of traffic signs and then have them available for play. For contrast have the European or International traffic symbols available for student examination and comparison of meaning and effectiveness. These devices can be used in games of guessing the meaning, or as traffic signals on the playground when riding wheel toys.

- In studying community helpers, students can simulate (role-play) the Pharmacist. Prepare a pharmacist work kit of all size bottles and containers. One set of bottles labeled A,B, C,D,E (these bottles should be of various sizes and shapes), white "coat" (man's shirt), cards or labels with the titles Doctor, Pharmacist, Patient, sets of colored construction paper pills with envelopes for same, measuring cup and set of bottles, container for mixing solutions and spoons, containers of salt, sugar, sand, food coloring and cards (prefer laminated ones with brief instructions for mixing prescriptions).

  Have students role-play doctor writing out the prescription, patient taking paper to the pharmacist, pharmacist gets the medication prepared.

  Have the prescriptions such that the "Pharmacist" gets experience in counting as well as measuring and mixing. If used in connection with a science lesson, such observations as what dissolves, and what sinks when mixed with water (salt, sand) can be drawn out of the class. This is also a good way to begin some information about drug abuse with younger students without using a "scare" tactic...as in lessons on poisons, reading labels, not using someone elses medicine, etc.

- To acquaint students with the wide variety of jobs associated with aviation, have students begin collection of model airplanes in the class. Models can be constructed as a class project (1 per semester?) and added to each year. Mobiles of airplane pictures can be used to decorate the room. Most airlines publish a passenger magazine, ask student to request their traveling parents and friends to save these and donate them to the classroom. (Many airlines will respond to letters asking for single copies from a classroom teacher). These publications often have glossary pages of either aviation or weather terms, as well as children's activities related to transportation by air.



- When studying the sense of sight as a part of the body, bring out the related occupations such as gardener, librarian, brakeman on the railroad, ground crew at the airport, secretary, lifeguard, welder, etc. Discuss the results that might occur if legislation was really enforced that required all billboards to be taken down along the roadways (signboard painters out of work, products they wouldn't know about, landscapes they could really see again).

- To understand the work of a plumber and his importance to the community, have students make a Water Book. Include in it:

  pictures of how they use water at school and at home,
  a map showing water outlets in the school and at home,
  a picture story starting at the school and tracing the water back to the original source.

  Complete the book with a story on: "Water is important because..." This can be a class-composed or individual story.

- After a field trip or a number of guest speakers, divide students into groups; each group to write a skit about one of the people they met using paper bag puppets as characters in the skit. One puppet could be the resource person, and the other puppets could be T.V. interviewers, a group of visiting children, etc. The skit should bring out the information they learned about the job, how that person feels about his work.

- Often students do not think of the sense of smell as being involved in occupational work. Using the following job title list (additions can be made) have student discussion on the role smell plays in the job:

  Gasoline station attendant
  Gas and electric power company worker
  Sanitation worker
  Cook or chef
  Fireman
  Forest ranger
  Florist
  Roofer

- To illustrate the concept that students are workers, even though they are young and don't always get paid in money, have them dramatize situations such as:

  If the telephone rang at home and your mother was busy, what would you do to help her?

  If your father was on a ladder and needed his hammer, what could you do to help him?

  If your grandmother was sitting down in the evening and wanted the paper, what could you do to help her?

  When you go to the grocery with your mother, what can you do to help?

- Develop matching cards using magazine pictures and vocabulary words for students to match tools and words, tools and work situations, tools and workers, workers and names, tools and names, clothes and workers or clothes and locations. This is an excellent project for cross-age teaching situations.

- To help children gain knowledge of usage of tools appropriate to familiar workers have students make and take home People Work bags. The parents are asked to place in the bag, tools that they use in their work. The children can take turns telling about the tools and their purpose in the working world. This can be made into a game by having the child tell about the tool before he shows it to the class and have the class guess what is in the bag before it is shown. This lesson should be preceded by a letter or note to the parents assuring the return of the tools. DO NOT ASK STUDENTS TO "ask their fathers for his tools." Mothers are workers, at home or in the paying job market, and their tools are equally as interesting, important and often more fascinating to the youngster who may have gotten to see them, but not to touch or talk about them.

- Let each child make a puppet to dramatize a person at work. Have him express how that person feels about the job and his way of life. Record on a tape recorder and play back so that students may hear themselves.

- If possible, prior to a trip to any location (example: zoo, dairy) the teacher or a parent should take pictures of the workers doing their job for use in the classroom following the return to class. These can be used as part of pre-preparation and in summation following the trip. They would also be useful in subsequent years when that particular trip might not be possible.

  One use of such pictures would be for use as additional illustrations on a student-made map of the field trip site. For example, after a trip to the zoo, students would make a large map of the zoo showing the different animals, etc. they had seen. The pictures of the zoo workers could also be placed on the map in their respective places.

  Either prior to or following a trip or a zoo, or during a unit on the zoo, have students develop a bulletin board of zoo people. This could consist of the people's job names and actual pictures, magazine pictures or student representations of the individuals as well as the job name. Include: director or curator, zoologist, keeper, trainees, zoo pathologist, veterinarian, zoo maintenance, dietician, snack bar workers, ticket takers, guides.

- Discuss what different types of zoos there are and how they are financed? (Some are city municipal zoos, some are zoological societies, some are corporations, some are county supported, etc.)

- Write the sentence, "A _____ wears a _____ because_____." on the board. Students can fill in the blanks for jobs and uniforms and reasons as they know them. The sentences can then be shared with the class. A class book of these with illustrations by the student adds interest on Open House night.

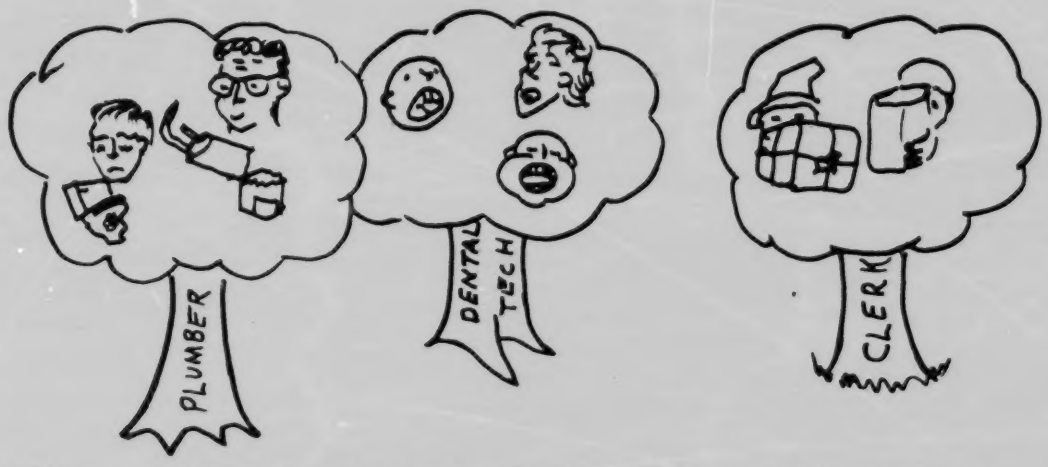
- As a change of pace activity have students play charades of various occupations, acting out an occupation for class members as they try to guess what it is.

- To understand the concept of services versus goods in the world of work have the class do a unit on the restaurant industry. Vocabulary would include: baker, dishwasher, waiter, waitress, host, hostess, cashier, chef, cook. Students could develop a mural or diorama of a local restaurant or quick food service showing the people in the vocabulary list and where they would work in the business. Have the students divide the food service operation they investigate into goods and service portions.

- Let students develop a set of cards, each with a particular occupation lettered on it. They can then create a game by shuffling the cards, dealing them out and each dramatizing the occupation stated on the card received. Others may then try to guess what the occupation is.

- While studying the history of Indians in America have the students write a short play depicting a scene of early Indian life and showing several specific jobs of the time and place which they can perform for another class or group.

- Make a "job tree" showing "People my Dad/Mom work with". The trunk shows parent's occupation, fruit shows those with whom parent works. These could be used to make a good bulletin board illustrating the interdependency of jobs.



- While studying the history of Indians in America have the students correspond with a group of Indian children from any desired location. They could share information about ways of life, family work and responsibility, community life and a host of other factors which would be of interest.

- Collect pictures from magazines of some workers and the equipment, clothing and products we associate with them. Examples:

  Cowboy--boots, hat, rope, spurs, horse, saddle
  Doctor--medicine, stethoscope, black bag, thermometer
  Astronaut--space suit, rocket, space helmet
  Musician--microphone, record, musical instrument
  Lifeguard--swimsuit, beach hat, suntan lotion
  Cook--dishes, pans, food, stove, apron
  Beautician--hair dryer, curlers, comb, shampoo
  Ballet Dancer--tiara, leotards, ballet shoes, mirror

  Mount the pictures on seperate cards for students to use in matching workers with tools. Color code the back of the cards for student self-correction. During the course of the activity, students may realize that some tools are used by more than one worker (this is acceptable and encouraged as part of the learning activity).

- Develop lap picture boards of workers and their tools such as the cowboy (boots, hat, rope), astronaut (spacesuit, moon buggy, console). Discuss with the students what other occupations use the same tools (rope--cowboy, mountain climber, spelunker, microphone--singer and disc jockey). Draw out from the students such concepts as why a moon buggy is practical for traveling around on the moon, but a horse may be better for riding a ranch.

- As an interest activity related to what people do on the job, create a "Worker's Glove Display" with student help. Many people wear highly specialized gloves on their job to either protect their hands or to protect what they are working on from their hands (oil, salt, etc.). A good display of these should be both interesting and the cause of much worthwhile discussion.

- While studying public services have students make a bulletin-board map of U.S. Post Offices in the state and illustrate the route of specified letters to various places. This will require the investigation of Postal routes and handling techniques, some information on which could come from local postmaster's office.

- During the study of those occupations that serve the student directly at home or at school, arrange to watch the milkman deliver the milk supply to the school. Students may be impressed by the quantity of the delivery and the possible range of containers from ½ pint cartons to multi-gallon containers for lunch room or kitchen dispensers, depending upon the local situation.

- Arrange to have a visit from a local fireman and a fire drill coincide. This would give the students an impetus to ask questions and really listen to the fireman explain the need for full cooperation during fire drills etc. and also enhance his image among the students.

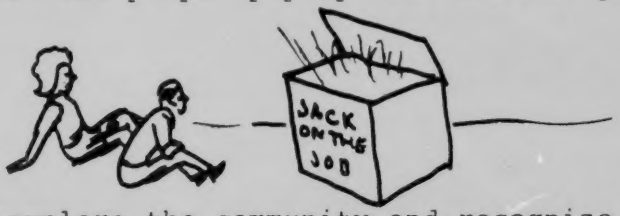
- In developing an awareness of people and the functionings of the community, a flannel board or bulletin board with vertical rows; on the left side with pictures of various workers (i.e. pilot) and on the right side the place they work (i.e. airport), with yarn connections, can be developed. As an activity for student involvement, after the bulletin board has been up for a few days and students have had their attention at least nominally directed toward it, come into class and detach the yarn completely from one side and have students put the matching pictures back together again.

- To recognize and understand the diverse jobs and processes that are involved in the production of cotton and its products and the interdependence of these jobs, students could participate in the production of cotton pillows. This would involve dying cloth, printing a pattern on the fabric, cutting, sewing and stuffing the product. As a further lesson in the enterprise system, these could be sold. If made small (doll size) and done just before Christmas these should have a ready market to parents or friends.

- To develop an awareness in the child of community occupations that help in the home, have students draw pictures illustrating the kind of work they would like to do when they grow up--at the first of the year and again at the end of the year. Save the work. Do this as an open ended sentence: When I get big _____.

- To increase vocabulary and career awareness of the occupations around the students, develop a series of flashcards of people at work (using magazine pictures). The job title should be printed on the back of the mounted illustration. Have the students add to the collection by bringing in pictures they find during the year. Mount these and print the title on the back. Present these to the class as the new ones are added.

- During the course of the school year, after students are aware of several careers in some depth, play the game "Jack on the Job". This is a form of charades. Remind students of how a Jack in the Box works (pops up out of the box). Have available art materials for costume production, and a large box for "popping up out of". Students make "costumes" (hats, shoes, tools, poster pictures, etc.) to portray their career idea; they hide inside the box and make noises to suggest the job. If the children cannot guess the job from the noises, then the child and props "pop up" for further guess work.

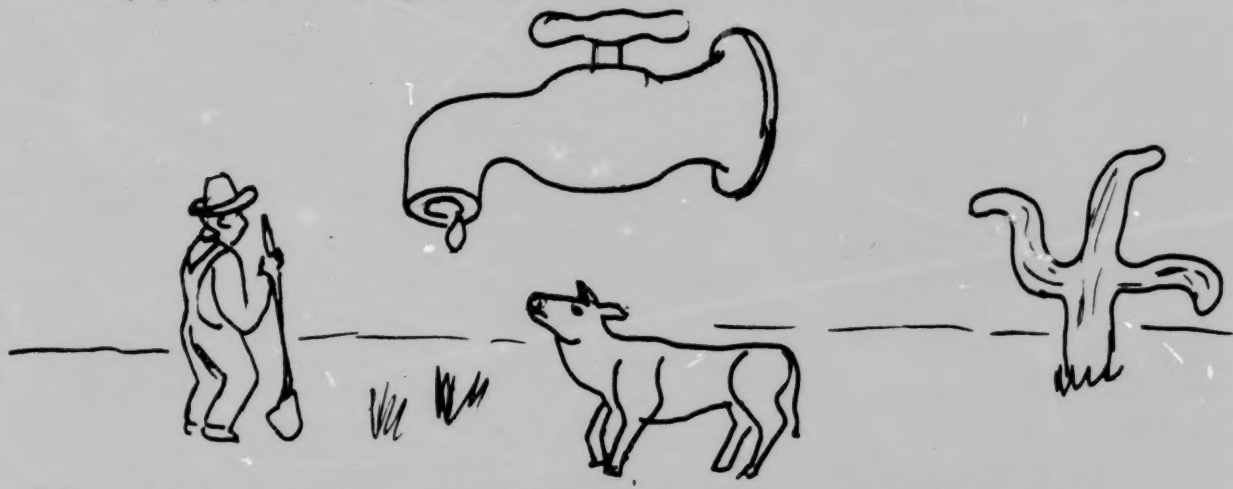


- As students explore the community and recognize the interdependency of workers, the role weather plays in the world of work can also be brought out. Discuss how some workers are affected by the weather such as:

  construction workers--rain
  ski instructor--temperature (snow melting)
  firemen--drought
  baseball players--rain

  Students can develop an alphabetical list of such workers. When the list is completed each child can select one worker and write about or illustrate with a drawing, how he is affected by the weather. These can be bound into a book, "Who Cares About the Weather".

▶ To illustrate the interdependency of people, have the students discuss, and then illustrate, what would happen in Arizona if everyone who worked with water (such as irrigation workers, plumbers and meter readers) quit. As a follow-up activity have the students draw pictures and describe the consequences of these people not reporting to work (for example, dried up lawns, dirty people, thirsty animals, etc.).



▶ In an effort to help the children develop an awareness of school workers and their own relationship to these workers, students could simulate a school cafeteria in the classroom. Prior to the simulation it would be desirable to visit the kitchen during various times of the day to note the difference in activities going on there. The mini-cafeteria (in the room) should utilize, as much as possible, the tools and duties the children have observed. Discussions would include the sounds, smells and things that were or are going on in the real cafeteria. If at all possible, students should actually serve a lunch to each other, or to parents, other classes or the cafeteria workers.

▶ To help students become more aware of school workers, plan a study trip to the school or city library. Preplan with the librarian to allow each child to perform one librarian duty (shelf a book, glue an envelope in a book jacket, etc.). As a follow-up have students develop a talking book report of the trip. A talking book is prepared with student artwork; in a class scrapbook type of arrangement, and student voices on a tape describing the pictures in the book.

▶ In an effort to help students consider their importance and worth, provide the opportunity for students to make a pipe cleaner stick figure of themselves doing something they especially like to do. Have each student write a short poem ABOUT ME to go with the pipe cleaner figure. These "figure with poem" models can be used in a display area if names are not included. If the pipe cleaner figure is attached to a sheet of construction paper it will stand upright.

In a study of self and worth, include a discussion of "how my mother recognizes me from everyone else on the playground". This could be followed by an art assignment where the children have an opportunity to illustrate what they think makes them unique from the other children.

If parent involvement is possible, a preliminary worksheet sent home to the mothers might ask them to make a few notes on how they recognize their child. These could be returned to the teacher without the child reading his own. The teacher could then read the parent's notes out loud and the children try to guess whose mother is "talking" through the letter.

▶ To help the children recognize the importance of "self", help the students do a mirror tracing themselves (full length) at the beginning of the school year and label as many "parts" as they can (arm, hand, head, hair). This involves team work and cooperation as a child cannot, obviously, trace himself, but must have help. At the end of the year repeat the activity and have the students compare themselves...have the students notice that some things such as eyes are the same, but height and width may be different.

To help students realize that a person's career selection should be directly related to his personal strengths and weaknesses, relate ability to detect taste to job skills such as: cook and chef, dentist, dental hygienist, dietician, nutritionist, or mother. Bring into class all edible forms of a single food (for example, applesauce, apple juice, apple butter, apple pie, etc.) for students to try and describe in writing. Discuss with the class the ability to percieive differences in the products.

▶ In evaluating oneself, a person must answer many questions. Let students, as part of their Language Arts classwork, answer such open ended questions as:

I help others by...
I like to ...
I am happiest when ...
I am sad when ...
I like to make ...
I get mad when ...
I worry about ...
I wonder about ...
I'll always remember ...
I sure was surprised when ...
The funniest thing I can remember is when...
I was scared when ...
The people I like best are ...
I am happy with myself when ...
I am unhappy with myself when ...
I dream about ...
My best friend is ...

▶ To illustrate the concept that students are workers, even though they are young and don't always get paid in money, have them dramatize situations such as:

If the telephone rang at home and your mother was busy, what would you do to help her?

If your father was on a ladder and needed his hammer, what could you do to help him?

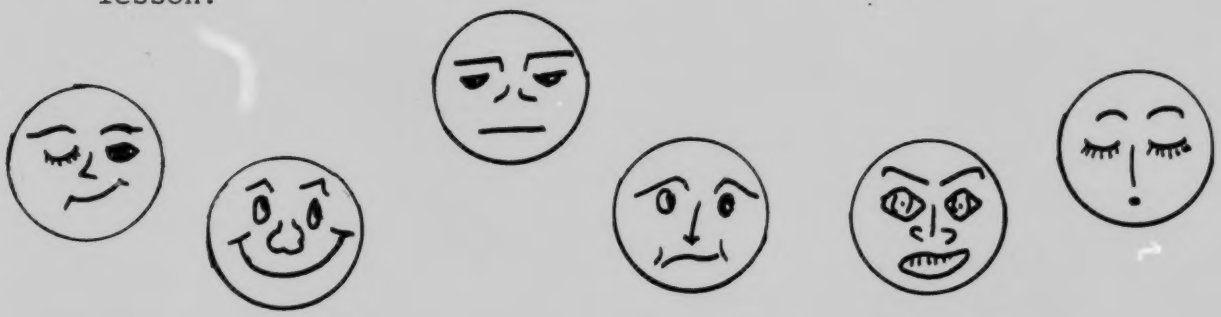
If your grandmother was sitting down in the evening and wanted the paper, what could you do to help her?

When you go to the grocery with your mother, what can you do to help?

- Let each child make a puppet to dramatize a person at work. Have him express how that person feels about the job and his way of life. Record this on a cassette or reel to reel tape recorder and play it back so that students may hear themselves.

- As part of a program to individualize instruction in the classroom, conferences with students may center around ways they need to improve on accepting more social responsibility. This can take a concrete form by having the student keep a little "book" which could be called "Goals I am Working Toward". This should be a private and ungraded product.

- "Feelings Faces" can be made to develop an awareness of people's feelings and an appreciation of these feelings by exploring different kinds of emotions and ways we can react to them. Each child is given two paper plates. He is asked to draw faces on these to express the way he feels (for example: Draw a face that shows how you feel in the morning when you get up. Draw a face the way you feel when you have broken something you like very much.) Share the Feelings Faces with the class. If possible, put up a bulletin board "Our Circle of Feelings" using the student faces in a range of emotions. Teacher made labels can be added to emphasize vocabulary and clarify the lesson.



- To help students develop an awareness of what is required for human beings to get along with each other, utilize a puppet theater and puppets. Discuss in small groups what problems students are having in school. Have each group present a playlet about these problems with possible solutions to the situation. Students, in a follow-up discussion, should have the freedom to express how they relate to the problems presented and offer alternative solutions to the situations.

- Use of the Easy-Bake Oven to develop attitudes about learning tools and to recognize the value of these tools in fulfilling individual roles (Kinner Products Co., at any major store--toy department). Students can use the baking mixes to get a product. By following directions children learn cooperation, the value of following procedures and basic safety precautions as well as becoming appreciative of the value of careful measurement and the use of correct "tools".

- To develop appreciation for the craftsman and for historical techniques, students can participate in experiences built upon weaving, using various types of equipment. The teacher will need to supply a variety of materials for students to choose from and experiment with. Example would include: yarn, string, drinking straws, burlap, wire, waxed straw, pipe cleaners, beads, ribbon, construction paper, nylon hose and scraps of textiles. A simple weaving frame can be purchased or made by teacher, parent or student. This activity works well with art classes, but also fits into social studies and creative exercises.

- To develop an appreciation for the need for academic skills, have students role-play situations of what it would be like if no one could communicate orally or in writing with anyone else. Give the students a message to pantomime and see how long it takes others to guess what the message is. Help students to see how much more effective, and efficient it is when we can read, write and speak plainly.

- In studying the family as a part of society, take the students on a walking field trip to visit the home of a fellow student in the classroom. The parent (or parents) become resource speakers talking about their work and how the household functions as a family unit. Concepts of cooperation, economic interdependence and responsibility will probably be brought out in the parent's conversation with the students and are worthwhile to review in the classroom wrap-up session.

- To increase awareness of the importance the child's work can have in the home, have students develop a mural depicting their work roles at home. Before actual painting or coloring of the mural, have students keep a chart of some sort on the work they did at home over a given number of days. When these come to school, review them with the class to make sure all jobs show up in the final project. This review would also be a good math chart development and tally lesson in "how many bring in the paper at home?", "how many empty the trash cans?"

- A lesson to give children the opportunity to explore people and how they look and play together might include such activities as:

  1) development of picture books (pictures from magazines mounted by the students into books) of PEOPLE ALONE and PEOPLE TOGETHER.

  2) Use pictures of people talking for BLURB pictures... write conversations...what do you think they might be saying?

  3) Use magazines from home to develop bulletin boards of of people at work, play, alone, talking, or by other categories, as appropriate to the unit of study. (This could be a continuing project during the year.)

- Find pictures of signs and signals...such as policemen blowing whistles, ship with flags flying, etc....to start a language enrichment unit in non-verbal communications. These can be mounted for lap boards or study prints. Perhaps go into code writing, blind hand talk, or picture writing with the students to develop an appreciation for these communication skills.

- In a unit on school workers and/or safety, invite a school bus driver into the classroom to discuss safety rules. Better yet, have the lesson held on the school bus itself as some students may not regularly ride the bus. Following the visit, students should role-play bus safety by arranging the chairs in a line. Practice with the students getting off the bus as the driver calls the stop, looking both ways before crossing the street, staying in the seat, etc.

▶In the developing of attitudes of cooperation and responsibility as well as the ability to follow directions, the production of an eatable product is an excellent technique. The product should be such that each classmember can become involved in the process (such as making ice cream). Activities will involve determining the supplies needed, reading the recipe, preparing and mixing the ingredients, actual production (turning the freezer) and serving, eating and cleaning up. Ice cream, is an ideal product since it does not involve cooking, can be done with variety (each freezer a different flavor) and the production technique can be altered to show different ways to get the same results (freezer, by hand, electric freezer, junket, refrigerator, different materials, etc.)

▶To make the children more aware that members of the family are responsible for certain jobs use parents of the children in your room as resource people. By sending home notes develop a list of parents occupations and talents they are willing to share with the class. Hold a meeting where you can talk to all the parents about their cooperation in this project. THEN UTILIZE THE RESOURCES DISCOVERED.

▶To help the children become more aware of home and school careers as they relate to the functioning of the community, the students could make a small mural of all the jobs at home. If possible have the individual students bring a small picture of themselves doing a household chore. This could be followed by a class-made mural of the jobs in the classroom.

- Present the following situation to students: Too many children have been breaking the classroom rules such as ..... Let the class determine what are some of the things they could do as a group to solve such a problem. They may begin to understand why rules are necessary in society and why laws are enacted and enforced. Discuss the consequences of laws that are broken both to society and the individual breaking the law. A variation would be to have the class choose "policemen" to enforce classroom rules with authority to give "citations" to violators. The group might want to carry this one step further and elect a judge and then staff a court, select a jury and conduct a trial of one or more students who have been charged with breaking the classroom rules.

- To show an interrelationship and the dependency of jobs for a good finished product, as well as to become critical readers and wise decision-makers, have students produce a printed product. Traditionally this has been a "class newspaper" requiring role-play of reporter, paperboy, proofreader, typesetter, clerk, editor and advertising manager. For variation, students could, however, produce a poem album, comic book, coloring book, art book or other similiar print production. In any case, the principles of decision-making are still in practice (identify the problem, assess the problem, consider alternative solutions, choose a best plan, try it out and evaluate the results).

- To teach change-making skills have children figure out all the various ways they can buy ten cent items. Example:

  Sunflower seeds
  10 pennies
  5 pennies & 1 nickel
  1 dime
  2 nickels

- To acquire a working knowledge of our monetary system, have students develop their own "money packet" by tracing their own paper coins--pennies, nickels, dimes, quarters, half dollars and if possible, a silver dollar.

- As part of an exercise to teach children values of money develop paper coins representing a penney, nickel, dime, quarter, half dollar as well as the paper bills. Use a mail order catalog and cut out pictures and mount these on file cards for ease in handling and storing as well as use. Have the students select items they would like to buy and count out the exact money in dollars as well as coins.

- Have students make pomander balls by attaching cord to orange, or apple and decorating with whole cloves then hanging these from the classroom ceiling. Point out during the activity the effect the sense of smell has on each of us in attracting us to things, or repelling us from them. As a money making project or assembly line type activity this project lends itself readily, especially during the fall holiday times.

- To illustrate the interdependency of people, have the students discuss, and then illustrate, what would happen in Arizona if everyone who worked with water (such as irrigation workers, plumber and meter readers) quit. As a follow-up activity have the students draw pictures and describe the consequences of these people NOT reporting to work (for example, dried up lawns, dirty people, thirsty animals etc.).

- To introduce students to the law of supply and demand one could develop a system of in-class tokens or "money", sell objects or (more interestingly) privileges such as first in line to lunch, extra long recess etc. By varying the quantity of such goods or privileges it will be noted that the shorter the supply is the higher the price that can be charged for it. Continue this activity throughout a two or three week period and vary the quantities of the goods or privileges so that the effect can be observed from day to day.

- To explore the relationship between availability and cost hold an auction with, for instance, five of one item, four of another, three of another, two of another and one only of something. Record bids obtained and use this as the basis for discussion regarding the effect of availability on prices.

- To recognize and understand the diverse jobs and processes that are involved in the production of cotton and its products and the interdependence of these jobs, students could participate in the production of cotton pillows. This would involve dying cloth, printing a pattern on the fabric, cutting, sewing and stuffing the product. As a further lesson in the enterprise system, these could be sold. If made small (doll size) and done just before Christmas these should have a ready market to parents or friends.

▶Demonstrate the use of the various communication tools, such as the typewriter, newspaper, television, and how they affect our life styles. Students can investigate the technology that makes much of our sophisticated communication work--the computer. Most of the children will have seen some variety of the computer on television; pictues from books and magazines can be brought into class. Creative materials can be utilized for students to "build" their own computer. Refrigerator cartons, sticks, paper, paint, Christmas tree lights, switches can be used as starting points. If the Christmas tree lights are the twinkling kind, the final product will be more impressive. Completion of the computer by the students will strengthen cooperation, as well as decision making skills.

As a further activity using the computer, the teacher can house a listening center in the "computer" console so that students can sit at the computer, listen in headphones and do special lessons from the cassette player.

▶During a study of the airport (in the transportation unit), include such questions for students to respond to as:

Why do tractors pull the planes around?
Where is the food prepared for the plane?
Why is there a firetruck at the airport?
What do the men in the control tower say to the pilot?
Why is it important to know which way the wind is blowing?
Why is there a weather station at the airport?
What are hangers for?

Point out that many of these terms (tractor, firetruck, tower, weather station, hanger) are also vocabulary words and things that they see in other situations. Tractors on the farm, firetruck in the fire station, weather station to meter rain fall, towers for radio stations, and hangers for clothes in the closet.

▶Develop a Chef's Kit of measuring instruments (cups of both metal and glass and spoons of all sizes). These could be utilized in water or sand tables to teaching measurement as well as getting students familiar with tools of a trade. Point out to the students that these devices are not only the necessary tools of the home kitchen, but the commercial kitchen as well. Students could make a picture dictionary of such tools from magazines. Vocabulary words could be developed around these. Picture recipe booklets are sometimes available from The Agricultural Extension Service or such agencies which show the tools in use.

▶As part of a unit on school helpers a learning center could be set up for at least four of the usual school jobs: janitor, secretary, principal and nurse. The learning center would have actual photos of these workers in the students school, drawings of others doing the same job and cards with tools, and words for students to manipulate. Students would match the drawings, tools and words to the correct picture and title on the learning center. Vocabulary suggestions for these four jobs:

JANITOR	SECRETARY	NURSE	PRINCIPAL
gardening	telephone	cotton	desk
cleaning	typewriter	tape	papers
repairing	filing cabinet	bandaide	telephone
wrench	desk	thermometer	school records
mop	papers	stethoscope	
bucket		swab	
hose			
broom			
vacuum cleaner			
uniform			

▶In a unit on school workers and/or safety, invite a school bus driver into the classroom to discuss safety rules. Better yet, have the lesson held on the school bus itself as some students may not regularly ride the bus. Following the visit, students should role-play bus safety by arranging the chairs in a line. Practice with the students getting off the bus as the driver calls the stop, looking both ways before crossing the street, staying in the seat, etc.

- To familiarize children with community helpers concerned with their safety utilize discussion and role play activity to help the students discover that they can be a safety helper, too. This is at home, in the classroom and on the playground. Situations could include: crossing the street, playing with matches, using playground equipment, slipping on wet floors, handling glass and pottery in the cafeteria.

- In addition to the usual police, doctor, firemen mentioned in such a unit, be prepared to introduce the rabies control center, the humane society, lifeguards, safety patrol officers, and others the students may not be aware of.

- Have each student in the class choose an occupation that could be represented by a city building: (grocery store manager, newspaper reporter, clothing manufacturer, secretary, waitress, doctor, and so on) and have him make the building from construction paper or milk cartons. Each student then makes a building and all are placed on the bulletin board or table top in the appropriate place for a make-believe city.

- As a portion of the study of the ocean or water movements in general, wave motion can be simulated by tieing a rope to a post or other solid object, having an "operator" hold the other end and shake it up and down. The resultant motion will illustrate typical wave motion in water. Compare this simple experiment with the technology used to create artificial surf.

- To demonstrate water pressure, place the plug in a sink drain and fill the sink with water. Note the amount of difficulty in removing the plug when the sink is full as compared to that needed when it is empty. Students should record their observations as part of being an observant scientist.

- When doing units on safety at home and school, have students bring into class discussion things around the house that they feel pose safety problems for the youngest members of their family: i.e. needles and pins in cushions, burning cigarettes, toys on the floor. Present this as a lesson in responsibility for the safety of others as well as themselves.

- There are several brands of hand sewing machine type toys on the market as well as many inexpensive dolls available. In a unit on community helpers--especially if held before Christmas--include a study of the seamstress/tailoring trades and have students experience making "clothing". The doll dresses or simple sewn toys could be used for charity or as class exchange gifts. Boys should be included in the project without sex role stereotyping. Dolls, if used, can be G.I. Joe type or all "girl" type. This is also an ideal cross-grade teaching activity for sixth graders and primary students.

- To develop awareness of the environment through the sense of touch, have students make stitchery pictures using meat containers, several sheets of construction paper stapled together, or materials,
  OR
  Make an I LIKE TO TOUCH Book from materials from home or the environment. If this option is selected, a lesson on not destroying nature, and what materials in nature can be harmful or hurtful, might be advisable.
  OR
  Made collages with different materials (crushed egg shells, beans, rocks, macroni, etc.) and have students develop word-pictures describing the final products.
  OR
  Finish sentences with discussion or pictures:
  a) Something I like to touch_____
  b) Something I don't like to touch_____
  c) When I think of something soft I think of _____
  d) When I think of something cold I think of _____

  Develop matching cards using magazine pictures and vocabulary words for students to match tools and words, tools and work situations, tools and workers, workers and names, tools and names, clothes and workers or clothes and locations. This is an excellent project for cross-age teaching situations.

- Wheat to bread study can have students planting wheat in a box in the classroom. If possible have a real planter, plow, cultivator and tractor come to the school for an exposure activity or use toys to illustrate the equipment involved. Vocabulary terms related to this study could include: farmer, irrigator, planter, cultivator, tractor driver. At a later stage of the study (harvesting) vocabulary expansion would include: combine operator, truck driver, scales personnel, elevator operators (grain elevator), and bookkeepers. At this point in the unit the importance of mathematics is well illustrated. (If the scales operator cannot read accurately the weight, the farmer will not get the correct money for the wheat. If the bookkeeper is sloppy, someone will lose money in the process. When covering the milling of the wheat, the students could participate in the production of an episode for a movie or T.V. show depicting the milling processes. To illustrate the baking process (flour to bread) students can develop a mural depicting the processes and people involved in a bakery. If a three dimensional mural is possible, products, equipment and uniforms could be incorporated into the final art product for greater impact and reality.

- After a field trip or a number of guest speakers, divide students into groups; each group to write a skit about one of the people they met using paper bag puppets as characters in the skit. One puppet could be the resource person, and the other puppets could be T.V. interviewers, a group of visiting children, etc. The skit should bring out the information they learned about the job, how that person feels about his work.

- In learning how houses are made (including concepts of cost, materials used, tools needed and time required) as well as concepts of responsibility and dependability, the building of a playhouse can be used. The children should learn the different jobs in building a house such as plumber, roofer, carpenter, etc. as well as becoming aware of the tools used and their names. They will also learn the advantages and necessity of working together. Field trips or catalog excursions to lumberyards would start the unit. Encourage study of how houses are built. If possible parent involvement could be heavy in the design and supply portions of the project. The final result--the playhouse could be one for the classroom or the school playground. As a culminating activity the structure could be "inspected" by the city building inspector for safety and meeting City code (an entire learning sequence in itself).

- In expanding awareness of environment, have students make up Mystery Smelling Jars to bring to school. The jars themselves should be painted black inside or covered someway so that no visual clues are given. A given number of holes all the same size, should be put in the jar tops. Students can take turns and keep track of what they think is in each jar and then compare with each other before opening the jar to actually find the answer.

- A talking bulletin board can reflect the student's awareness of their immediate or far environment. The teacher prepares a bulletin board representing a map of the classroom, school, or city. Students prepare taped massages about the mapped area which are then kept available immediately next to the bulletin board if not in pockets on the board. The availability of a cassette player is essential.

- The goal of developing awareness of the environment through the sense of hearing can lead to a series of activities as follows:

  Lead a discussion about the world of sound to include what they can hear at that particular time (in the classroom), what the loudest sound they have ever heard was, where it is the noisiest, the quietest, etc.

  Investigate rhythm sounds that can be used to make "music" that are out of the ordinary, such as rubber bands, pop bottles, bombs.

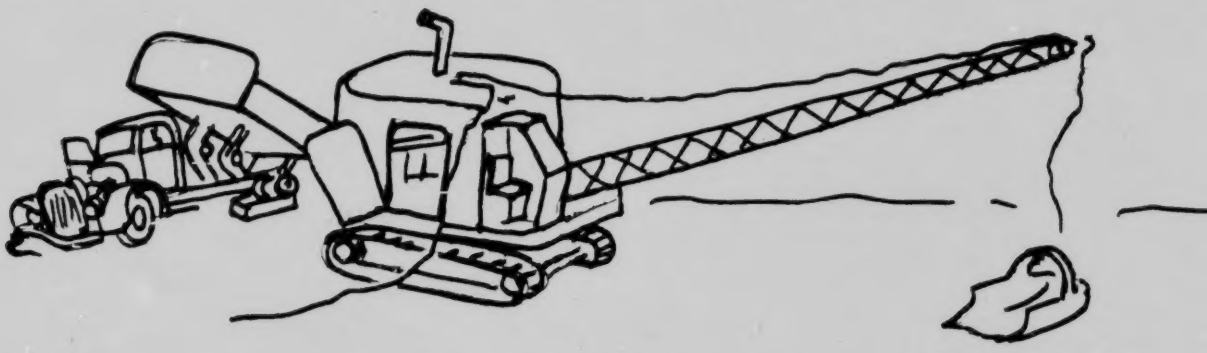
  Complete the sentence lessons using such items as:
  One sound I like to hear is _____.
  One sound I don't like to hear is _____.
  The first sound I hear in the morning is _____.
  The last sound I hear at night is _____.

  Vocabulary could include: musican, piano tuner, teacher, telephone operator, radio announcer, fireman.

- As students explore the community and recognize the interdependency of workers, the role weather plays in the world of work can also be brought out. Discuss how some workers are affected by the weather such as: construction workers--rain, ski instructors--temperature (snow melting), firemen--drought, baseball players--rain.

  Students can develop an alphabetical list of such workers. When the list is completed each child can select one worker and write about or illustrate with a drawing how he is affected by the weather. These can be bound into a book, "Who Cares About the Weather."

- Collect used, real equipment and use as motivation for finding out what the equipment is and who uses it and where. Clues presenting information about the mystery tool(s) can be given daily until someone guesses correctly. These tools and equipment can be the basis for an excellent vocabulary lesson. Parents make a valuable source of materials for such a project.



- In studying health and good foods, point out the importance to the employer that the worker be healthy. Have students make paper mache "foods" and arrange these into "baskets" by the basic four food groups.

- In a unit of safety and community resources for safety, have students practice different calls for emergency situations. Emphasize the importance of telling the operator, or the person you call, your name, where you are and what is wrong. Of equal concern is the concept of No False Alarms. As part of this exercise, the importance of asking for help and not panicking can be pointed out as even the youngest students may find themselves in emergency situations. (Peter and the Wolf is still an excellent teaching parable to use here).

- During a study in health or science on eyes and sight, have students complete sentences such as follows with discussion or pictures:

a) One thing that makes me happy to see _____
b) One thing that makes me sad to see _____
c) The first thing I saw this morning _____
d) On my way to school this morning, I saw _____
e) The last thing I saw last night was _____
f) One round shape I saw today was _____
g) One yellow thing I saw today was _____

Vocabulary words to use in a sight study could include: painter, policeman, architect, paint store salesman, florist, optometrist, oculist.

- To study basics of jet and rocket propulsion the teacher could have the students blow up a balloon and throw it into the air. It moves in a random manner due to lack of directional control. Directional control could be shown by attaching a medicine dropper tube or similar device to the balloon and releasing the inflated balloon in water. It will travel in a generally straight path.

- To illustrate the night-day cycle use a globe with a flag or marker on it to show the "school" location. Shine a light on the globe from one side and rotate it appropriately. Determine when it is night and when it is day. Lead the discussion of what work parents (or other people the students know) during the day and/or during the night.

- To illustrate the efficiency of an assembly line have students first try to sort bottle caps (from a mixed pile of same) into five groups of different types individually. Box each cap group and label the boxes. A typical time allocation for this might be 10 minutes. Then organize the students into groups of five, furnish each group a pile of caps (containing five types) and have each student seek our only one type, box and label it and compare the time for this activity with that obtained when working alone.

- During the study of Indians in American History a group of students could create an interest center for the rest of the class on tasks that early American Indians had to perform to live.

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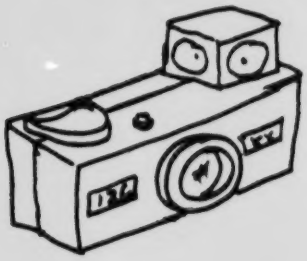
4-6 Activities

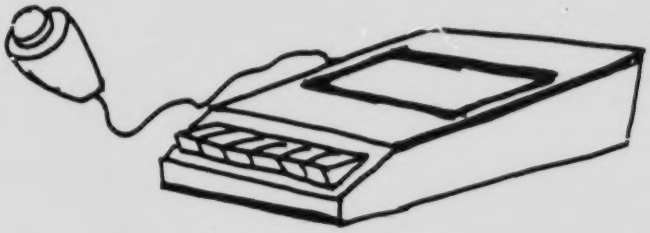
ELEMENT	PAGES
Career Awareness	35-40
Self Awareness	41-42
Attitudes and Appreciations	43-44
Decision Making	45-46
Economic Awareness	47-52
Beginning Competency	53-58
Educational Awareness	59-61

- To help students recognize how learning lets them accomplish necessary tasks, have students take the role of the teacher for one period on an individual basis. They may learn what functioning as a teacher is like. This is an ideal opportunity for students interested in education to investigate those skills they may need, and to exercise those that they may already have. Encourage students to take a week to prepare and assist them with the preparation as needed. It is important that they assume full responsibility and that the teacher only intervenes if asked. This should make it a realistic situation.

- Assign each student to do a notebook called "My Career Now." Divide the notebook into three parts: My School Career, My Home Jobs, and My Leisure Time. Using illustrated pages, have each student show how home and school jobs are related to "real work." Have them portray, for example, the chores they are assigned to do at home and why they should be done well. Have each student draw several pictures with captions showing what he likes best to do during his leisure time.

- To build awareness of local career oppportunities, divide the class into moderate sized groups (5-10). Arm them with an inexpensive camera capable of taking slides and a battery-operated tape recorder (which can usually be obtained from a student if not from the school). Then send them forth to photograph and interview local businessmen at their places of work. Help them organize the results into a slide-tape presentation for other classes or parent groups such as the PTA.





- Have music students select tunes that are familiar to the class (minimum of 1 tune per 3 students) and write words to go with the tune. The subject of the new song could be virtues or disadvantages of a career they select.

- To reinforce the awareness of the three major job classifications (people, data, things) have students bring in one classified ad per day for a week. Students then select those that include any of the following qualifications; wages, hours, education or special skills needed, necessity of experience and fringe benefits. Hold a discussion period of the clippings each day and let students prepare a bulletin board display grouping these ads under the headings where they seem to belong with people, data, or things.

- As an activity in physical education, or simply because of the motivational content, involve the students in the organization of a "Super Bowl" football game. They must consider all the persons having even a minute part in the production of such an endeavor aside from the actual team players and personnel. They could simply list all the jobs or the activity could be expanded to include application for the various jobs and perhaps, even the staging of a game with another class, utilizing people for the more typical jobs brought out in the discussion.

- When considering the possibilities of sports as a career it would be good to invite members of a high school sports team (any sport) to speak to the class concerning skills and attitudes necessary for team participation, eligibility requirements, etc. Also, one could expose the students to sports related activities in high school by asking members of the band, cheerleaders, pom pom line, and majorettes to speak on the same type of items. Have class members investigate sports activities and opportunities available to them in such programs as YMCA, YWCA, Parks and Recreation programs Little League, "Pop Warner" football, and church teams. They may then make oral or written reports to the class of their findings.

- Have students develop a semester, or quarter-long project of a Career Tree. This could take many forms, but would be added to daily or whenever students become aware of a new job or career field. A bulletin board with job titles as leaves could be constructed. Students would add more leaves during math, language arts, social studies classes or following films, field trips, etc. An old tree branch mounted to a Christmas tree stand would be three dimensional and students would hang leaves with job names from the branches (twigs). A further variation would involve students developing art work to illustrate the job title and using this with a caption to add to the tree.

- The student might do a survey on the number and types of media available in his or her community. Is there a newspaper which includes national and international news, a radio station, library, book store, movie theater? What other sources exist for obtaining world news? Reports which evaluate the sources and quality of communication in the community could be given in writing or orally to the class.

- As the class studies medieval history, the phenomena of heraldry (coat of arms) will come into the unit. While the class discussion centers around the process of reading the coat of arms to decipher the original occupations of the owner, the student can demonstrate the concept. Students can develop a coat of arms for themselves or their family using a parent's line of work. A career area the student is interested in investigating for himself could also be used. The coat of arms can use the "tools of the trade" of the occupation, or it can be one that expresses through a collage the life-style the student thinks is desirable for himself.

- While studying public services have students make a bulletin board map of the state. Locate post offices in the state and illustrate the route of specified letters to various places. This will require the investigation of postal routes and handling techniques. Some information on this could come from local postmasters' offices. The lesson could be expanded to include math computations of actual and shortest distances mileage.

- Use a piece of rope to form a large circle on a bulletin board. Through student research and reports show all the different occupations which might use this rope. Have students give a brief description of the jobs involved and how the rope is used in that occupation.

- Using a large piece of cardboard or a corner of the room, have students create a "cluster corner" which contains representative tools that people in certain occupational clusters might use and also illustrate typical jobs within the cluster.

- A class or group of students could do a considerable study of the varied occupations necessary to make a community function by determining what should be available and surveying their community to find out what actually is available. A model of the local community could be built on a 4 X 8 foot piece of wall board and suggestions incorporated into the model to improve the local community. This is often the kind of activity local T. V. stations like to cover (when the product is finished). It could also be presented to the city council by the class.

- Students could be asked to clip ads from newspapers and magazines which aim at motivating the leisure time audience. They will find everything from ads for tennis camps to round-the-world tours and health resorts. The ads can then be mounted on a bulletin board to emphasize the diverse and large scope of this career field. Lessons in classification by different topics could follow.

- While studying the history of Indians in America have the students write a short play depicting a scene of early Indian life showing several specific jobs of the time and place which they can perform for another class or group.

- Use television as a resource by assigning students to make a list of all careers they see or hear about during two nights of T. V. watching (not to exceed a certain number of minutes total viewing time). This time period should include at least one newscast. Discuss the idea, "Is this job really like it is shown on T.V.?

- Either prior to or following a trip to a zoo or during a unit on the zoo, have students develop a bulletin board of zoo people. This could consist of the people's job names and actual pictures, magazine pictures or student representations of the individuals as well as the job name. Include: director or curator, zoologist, keeper, trainees, zoo pathologist, veterinarian, zoo maintenance, dietician, snack bar workers, ticket takers, guides.

  Discuss what different types of zoos there are and how they are financed (some are city municipal zoos, some are zoological societies, some are corporations, some are county supported, etc.)

- As part of recreation and leisure activity awareness, have students develop, through cooperative efforts, displays, interest centers or bulletin boards using magazine cutouts and original drawings depicting "People Who Give Us Fun." These representations should include parents, park ranger, lifeguard, clown, circus performers, race drivers, the people who make play equipment and games, doll designers, etc.

- To increase student awareness of various occupations and careers, create a game setting similar to "What's My Line?" with students simulating the contestants and panel. Students not familiar with the program and rules should have the opportunity to watch at least one "guest" go through the program. The score keeping activity is an example of use of mathematics (simple addition) in the world outside the classroom.

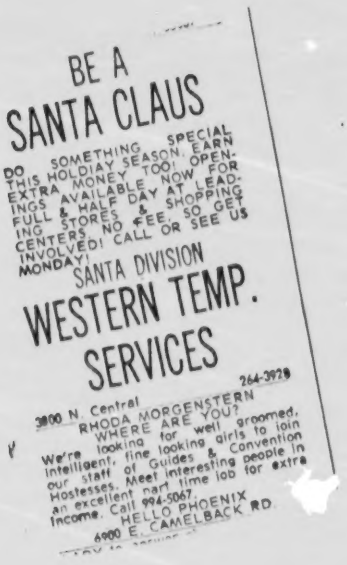
- During a study of industry in the community or the world, place a single article on the table or bulletin board (example: a shoe). Have available to students a supply of paper or cards the same size and marking pens. During the course of a day or week have students fill the article with names of jobs that relate directly to the article. At the end of the time period use the resulting words to practice alphabetizing, use as spelling drill, match to entries in phone directory or encyclopedia (check to see if the job really is directly related to the article), etc.

- In group discussion sessions select pairs of occupations (banker and insurance agent for instance) and consider answers to the questions; What similar skills would both of these need to carry out their work? What differences would exist in requirements? Pictures of various workers could be stimulating aids.

- Have each student take a piece of paper and write down five jobs that he feels are "not important" in today's society. Compile the results and set up a debate on the value of the five jobs that were more frequently named. Following the debate a revote can be taken to see if opinions have been influenced by the presentations. Options should be provided for addition of new jobs to the list.

- Imagination is a key to growth in the personal service field. Students can be asked to clip advertisements which describe unusual and imaginative personal services. The news clippings can be brought into the classroom and discussed as to the feasibility of the enterprise.

- Start a class Guest Book. Have the students devote a page or two to each speaker who comes to the classroom during the school year including, if possible, a picture of the speaker, his signature, occupation and a brief summary of the information presented.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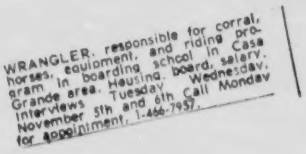
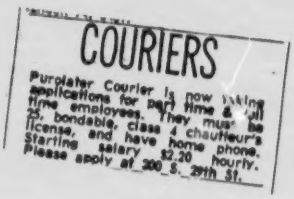
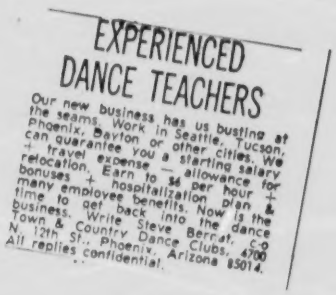

WRANGLER, responsible for corral, horses, equipment, and riding program in boarding school in Casa Grande area. Housing, board, salary. Interviews Tuesday, Wednesday, November 5th and 6th. Call Monday for appointment, 1-466-7957.


COURIERS
Purolator Courier is now taking applications for part time & full time employees. They must be 25, bondable, class 4 chauffeur's license, and have home phone. Starting salary $2.20 hourly. Please apply at 200 S. 29th St.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Our new business has us busting at the seams. Work in Seattle, Tucson, Phoenix, Dayton or other cities. We can guarantee you a starting salary + travel expense — allowance for relocation. Earn to $6 per hour + bonuses + hospitalization plan & many employee benefits. Now is the time to get back into the dance business. Write Steve Berrat, c/o Town & Country Dance Clubs, 4700 N. 12th St., Phoenix, Arizona 85014. All replies confidential.

- Help the students prepare a bulletin board entitled "Who Am I" by using various pictures and typical resources. Tape record small group discussions of the various aspects of the bulletin board and why they were chosen. Have a tape player and the recorded conversations available in conjunction with bulletin board for student listening as they view the display. The culmination of the activity could be a written or taped statement from each student about how he perceives himself and the factors that he feels have had a profound effect upon his development so far.

- Following a brief introduction to self-awareness studies have students select a song from their contemporary "top ten" tunes that has music which express the way they feel about themselves. If possible have the student present this to the class either through records, tape or instrumental presentation.

  As a second step have the student try to make up a song that goes with this tune telling about the virtues of a chosen vocation or lifestyle which they think of as desirable.

- In evaluating oneself, a person must answer many questions. Let students, as part of their language arts classwork, answer such open ended questions as:

  I help others by...
  I like to...
  I am happiest when...
  I feel big when...
  I am sad when...
  I like to make...
  I get mad when ...
  I worry about...
  I'll always remember...
  I sure was surprised when...
  The funniest thing I can remember is when...
  I was scared when...
  The people I like best are...
  I am happy with myself when...
  I am unhappy with myself when...
  I dream about...
  My best friend is...

- Have students use pictures and other resources to make a collage showing all the things they think are important to them now and in the future. Let them think and consider how they want to live, what hobbies are important to them, what jobs interest them, etc. If they wish, let them select a particular shape that expresses some portion of this information and make the collage in that shape (law enforcement...shield, ranching...steer head, etc.).

- To help the students understand how choices of occupations will affect their leisure time activities discuss time, the clock, and calendar. The importance of schedules and working hours must be brought out. Since our leisure time is planned outside of working hours, vacations and weekends. These are typical leisure times; however, not all people work regular hours. What occupations might not have the usual weekends off, or 8-5 hours? Why is leisure time different for these people and what do they do about it? Do those who work nights and weekends need re-creation at other hours? How do these hours affect family life? Time for leisure is a big factor in choosing a job. Have students write out what they think would be ideal for them in terms of hours of work per week and their schedule.

- Does anyone really know what percentage of workers really like what they do and carefully chose their present occupation? It is very doubtful that anyone does. An activity to point out this chance placement can be done quite easily. List numerous jobs on slips of paper, fold them and place them in a box or fishbowl for drawing out later. Have the students draw one job from the container and evaluate their reaction to being placed in that position for the rest of their lives, for five years, or as a part-time job. As the jobs are discussed students could be requested to stand up if they like the one under discussion or to indicate their like or dislike by some means. Students should begin to show understanding that it is important to like what you do if you plan to succeed at it.

- Using historical data, have students consider and generalize why large population areas were developed. What were the economic, geographical and physical reasons for this occurrence? What effect was there from natural resources such as water, minerals, etc.?

- In a study of medieval history students can approach the subject from the point of view of, "What occupations must there have been for the people of the Manor to survive." Further they can discuss how some of these same jobs have survived until today and others have disappeared. After using reference materials the various occupations took place.

- In a world in which there are many people unemployed or under-employed it becomes necessary to assess one's personal skills. We can examine skills as they relate to interests and abilities.

  Students can play a game called "Headbands." One student will be selected to wear the headband. Everyone can see what is written on the headband except the wearer. A skill will be lettered on the headband and two people, "resource personnel", selected to relate information about interests and abilities upon questioning by the wearer. The person wearing the headband should try to find out his skill by asking questions about his interests and abilities. When one wearer guesses his skill another student is fitted with a different headband, different resource personnel are selected and the game may continue.

- Through letters to civic organizations or personal friends the students could acquire knowledge of life-styles and related factors in other communities in other parts of the country. These can be compared with their own way of life in their own community. Interesting comparisons could be made about specialized occupations that exist in one and not the other. Similarities can also be noted and considered.

- To illustrate one segment of change throughout history, the students could, after appropriate research, construct a diorama of an old fashioned schoolroom compared to their concept of a schoolroom of the reasonable future (perhaps 50 years from now). A search of parent's and grandparent's photo albums should find old class pictures in front of the school house. The district may also have archives or albums which can be used as a research data source. Excellent guest speaker potential exists for both history and future projections in retired district personnel and school architectural planners.

▶ All careers have a style of living such as the way the occupation causes the worker to "live" on the job; teachers have playground duty, taxi drivers have traffic jams, workmen eat lunch at the construction site, the combine operator gets hot and itchy riding through the fields. Explore the career style of the occupation being presented and list the results on a bulletin board: DID YOU EVER THINK THAT A _____ USUALLY _____?

▶ Use vivid portrayal technique of student opinion on values, to be readily observed by class members and teacher. Move the furniture away from one wall of the room, label the wall as an attitudinal scale ranging from Complete Agreement to Complete Disagreement with the typical two or three intermediate stations. As a group prepare a set of some ten situational questions for the students to react to as they see fit. Suitable questions might resemble these:

A. Safety: A high school student drives home from school without using his seatbelt. Do you agree with his apparent thought that his loss, in the event of an accident, would not be of major consequence to the world?

B. Safety: A man with a wife and four children drives home from his job without using his seatbelt. Do you agree with his apparent thought that his loss, in the event of an accident, would not be of major consequence to the world?

C. Social action: A college student grows his hair long just because it is protective coloration* even though he really doesn't agree with many of the opinions and causes of those he associates with.

(*good vocabulary lesson and tie-in with science and social science concepts)

▶ Many craft activities lend themselves admirably to inclusion in the study of Indians in local or American History. These can be carried out with the necessity of sufficient research to be real learning experiences. Examples are: Construct a totem pole, make God's Eye (Ojo de Dios), make dye from various roots and berries, make Kachina dolls, build model of various types of Indian homes, canal construction, farming operations, sandpaper drawings (to simulate sand paintings) singing and dancing activities.

- Development of an awareness of the consequences of personal decisions is important. To help students begin to understand why laws are made, have students do a simulation. Introduce three characters to the class; judge, lawyer and policeman. Discuss what happens when a citizen gets to court, what happens if a person breaks the law and what are the rights of the individual. Set up a court. The citizens of the classroom should write into law something they want to see accomplished. A policeman is elected to enforce the law and to give "tickets." A court of judges must be elected and the "violator" given a lawyer (a volunteer can be the "violator"). Witnesses and jury roles are assigned and the procedure of law followed. Sentence of the law breaker should be carefully monitored by the teacher. In sensitive situations the same lessons essentially can be achieved by dramatizing an existing law-court situation where the "script" is already written. As summation, the class should recapitulate the consequences of the decisions made throughout the situation they developed.

- During a unit on South America, divide the class into six groups. Each group will be a Chamber of Commerce for a Republic of Central America. Each group can plan a tourist bulletin with articles and drawings. After each group has completed its plans the teacher can ask questions like:

  How did you decide who would write the articles?
  What kinds of responsibilities would you have in preparing your tourist bulletin?
  How would these responsibilities be like some you might have on a job?
  Can you see how assuming responsibility for something in this project might help you assume responsibilities in an adult occupation?

- During a social studies study of the United States, or any country with internal "state-type" divisions, have geography students construct maps of the total country and put pictures on each state of the very specialized workers that might be found in that state.

▶Present the following situation to students: Too many class members have been breaking the classroom rules, such as..... (fill in situation). Let the class determine what are some of the things they could do as a group to solve such a problem. Bring out the concepts of peer pressures and desire for approval by individuals. They may begin to understand why rules are necessary in society, and why laws are enacted and enforced.

Discuss the consequences of laws that are broken both to society and for the individual breaking the law.

▶Have students produce a printed product. They will help show an interrelationship and the dependency of jobs for a good finished product. It will also help them become critical readers and wise decision-makers. Traditionally the printed product has been a "class newspaper" requiring role-play of reporter, paperboy (girl), proofreader, typesetter, clerk, editor, and advertising manager. For variation, students could, however, produce a poem album, comic book, coloring book, art book or other similiar print product. In any case, the principles of decision-making are still in practice. (Identify the problem, assess the problem, consider alternative solutions, choose a best plan, try it out and evaluate the results.)

▶ Mathematics related activities can be derived from a study of the classification of the jobs of people that students know into goods-related and service types. Pie charts graphs and other means of comparison can be developed from this "real" information and may have greater meaning to the student because of their personal connection with the items of data. First National Bank of Arizona, Valley National Bank and Arizona Department of Economic Security are all sources of Arizona job-related statistical data.

▶ In developing math problems, utilize situations where the students may actually find themselves. For example:

> We are going to pretend that you have a paper route. You deliver 50 papers every day for six days plus 70 Sunday papers. You collect 55¢ a week for each daily paper and 35¢ for each Sunday paper. What should your total collection be for a week?

Students then must set up the problem and calculate their gross income. To compute profit the problem can be extended.

> You pay 10¢ per daily paper to the company and 15¢ per Sunday paper. The company also takes out 25¢ per week for insurance and $5.00 to help pay for the bond you are required to post.

The situations can be adjusted to the local community and such problems as earnings and profit from babysitting, raking leaves, shoveling snow, weeding cactus beds and mowing lawns can be developed.

▶ Let students compute monthly income from a job that appeals to them at the time. They can pretend to live on these wages for one week or month. They will have to figure all living expenses etc.and relate it to their potential income from the chosen work. They may lead to definite preferences as to type of work needed to support desired lifestyle.

To demonstrate student knowledge of the relationship between geographic location and occupations, students can work in groups of three on one area of the U. S. preparing a diorama of the region. The decision-making process will also enter into the activity in determining what to present and what to delete from the diorama.

- During a study of American History bring out the role the auctioneer had as the economic system evolved. Today this career is still practiced in a highly specialized way to market tobacco, antiques, art objects and in Arizona, to raise funds and sell used furniture. It is a technique to sell goods rapidly and, hopefully, get the highest price possible for the goods. Following such a study, have the students conduct their own auction using either student-made and donated products or baked goods, which the students have prepared from the home economics kitchen. If materials come from the home, be prepared to send written notice to the parents about the event, its function and their responsibility if any.

- Students can be shown practical use of percentages by using the following idea. Have them bring in newspaper ads where a company offers a special of 10% or more off the regular price. Discuss with students why these are marked down; special purchases, "come-on" only, faulty purchasing, "close-out" sale, end-of-season or clearance for new lines, etc. Discuss with them the fact that buyers do make mistakes, managers misjudge local markets, and chain stores have central buyers that do not realize regional differences in sales. Due to this, stores mark down items and special "discount" sales are held. Sometimes true bargains can be found and other times the whole sale is misleading. Once a person is aware of these hazards and knows the true value of what he is seeking, he can then, possibly, obtain a real bargain. Evaluate the ads brought in to see which seem to represent true values and which are only "come-ons." Check percentage of markdown for accuracy and incorporate practice work wherever possible.

- To investigate the interdependence of local business have the students list all the local business establishments they can think of on the chalkboard, select one that they wish to represent in the next day's activities without telling anyone else what it is, and write his selection on a slip of paper to hand in for reference on the following day.

  On the second day, hand back the slips to the proper individuals and list on the chalkboard all those that are represented by students. Then, referring to the previous day's list, make a note of any establishments that are not represented by a student. The problem for discussion is; What effect upon the community would there be if the businesses not represented by students were removed from the community overnight. If more than one student selected any one of the businesses, consider what would be the effect upon the community and on the businessmen of the overnight duplication of that business.

- During the study of any foreign countries, the teacher can bring in some economic awareness concepts by elaborating on the following themes:

  Passports: What are they?, Who needs them?, Where do they come from?, How do you get one?
  International Health Card: What is it?, What do you need to get one?, Why is it necessary?
  What is the measurement system used in the country under consideration?, Is this different than ours?, Could this cause some problems?
  What occupations might you find in this country that are not found in Arizona?

- Explain to the class that you are going on an adventure back in time to when the first men were on earth. The first task is to keep adequate records of the trip on observation sheets. Each day a new problem will be presented and solutions must be developed:

  Problem 1: Eliminate all things that were given to you by some other man or woman. List what things you have left (don't forget ideas that may have been given to you). Now describe how you would feed, clothe and shelter yourself.

  Problem 2: You have been able to clothe, feed and shelter yourself, but your main source of food (wild animals you can kill) is leaving the area. Your choices are a) to become a hunter and follow the game, b) try to domesticate game, c) farm the land, d) other?

  Problem 3: One of your foods is gathered from the ground (berries). As you are gathering your food one day, some seeds drip in a new location. Later you notice they are growing better and faster than where you first found them. What will you do?

- As an activity in math select a group of students to serve as buyers to purchase enough cookies to provide four or five for each member of the class. When this group reports to the class the total price of the cookies, have the class determine the cost per cookie and decide an appropriate mark-up so that a profit can be shown from selling them. A group of "retailers" will then sell the cookies to the members of the class at the agreed upon price. Profits may be retained by the class for future activities. Considerable experience dealing with percentages could be built into this activity.

- Students can be asked to decide what recreation or leisure facility is lacking in their community. They can then either individually or as a team member, project what they would do to provide that facility for the community. They should consider such factors as: location, need, cost, financial backing, potential users and the number of such users.

- In exploring useful ways to apply math concepts point out that percentages are used in many occupations to determine income. For example: some salesmen get a percentage of the sales as income, jobs give a percentage of the total to the laborer for his work. Give students examples of work situations such as: John is a tree trimmer solicitor and gets 20% of the bill for his labor. The trimmer himself gets $2.00 per hour. The job requires 10 hours. Amy sells door to door and gets 35% commission on her sales. If she can sell $120 of merchandise per week what will her gross income be?

- During the study of division of labor in a family or society, the concept of producers and consumers of goods and services is normally developed. As part of the learning activity, have each student keep a diary of the goods he consumes or purchases during a period of one day. In addition, each student can keep a record of the services which his family obtains over a weekend, or of the services he (the student) performs for his family during a week or weekend.

- Students can share their private collection of treasures to demonstrate the increasing value of memorabilia as an investment. If current news articles are available on recent auctions of collections, bring this out in class. Today's junk is often tomorrow's treasure! The law of supply and demand and the concept of need versus want is graphically illustrated.

- The purpose of this activity is to develop economic awareness for students by using MAP READING SKILLS in order to plan for more efficient and satisfying use of vacation and/or travel money based on awareness and understanding of one's own values and goals.

  After the teacher has told the student how much money he may pretend to spend on his vacation, the student will be expected to use the social studies skills of map reading and resources to acquire information about places to visit. He will then demonstrate his economic awareness by describing those tasks of travel, routes, lodging facilities, food services and recreational activities which will keep expenditures under the allotted amount of money.

- A class can be asked to analyze the nature of their community (who lives there, what they do for a living, what they do for fun) and then devise a personal service which he or she feels is needed and write a brief description of how such a service could be set up. The class should discuss ideas they consider valid and offer suggestions regarding others.

- To become aware of the law of supply and demand in the employment marketplace students can utilize help wanted ads. Copies of "Want Ad" sections of newspapers from various parts of the country are needed (New York, San Francisco, St. Louis, etc.) These do not need to be especially current or even of the same date and could be reused after initial purchase. Students should first group the cities by similar cities in type of goods manufactured, or agricultural products, or population. Students then write a brief summary of their findings on the type and number of jobs available in each city and how this is related to the laws of supply and demand as they see it. Another activity would involve development of graphs and charts for specific job titles and different cities; i.e. carpenters in each of the major cities, or machinists in the smaller cities.

- Have students assume that they are setting up a new town (people have actually done this in the past and will in the future). They need to think of all the different kinds of workers they would need and write job descriptions and want ads to hire them. Let them assume a fixed budget per day of a nominal figure ($1,000) and see if they could hire and pay the necessary people to make the new town function and prosper.

- To illustrate interdependency of people, have the students discuss and then illustrate in an art project what would happen to Arizona if everyone who worked with water (irrigation worker, plumber, meter reader, etc.) quit working. The art project would include examples of dried up lawns, dirty people, thirsty animals. The seriousness of the results may be developed according to the maturity of the student group.

- Have students make a "shopping list" of ten grocery items common to most homes and go to three or more grocery stores and price these items. Have a group discussion and comparison of the various prices found, the difference in prices, reasons for the differences, and effect of these differences on the family budget.

- Create a list of approximate wages per month of various local occupations. Have students list what they consider to be family "needs" during the month and apply a fairly realistic price to each. They can add these up and compare the resultant figure to the wage listed for a career that they are interested in and see what relationship exists. The result may be discussed (or written privately) as suits the local situation.

- Expose children to the cost of living and impress on them how hard parents have to work to provide the daily necessities. Stress an awareness of wages earned in comparison to money needed for desired lifestyle. Break the class into small groups to discuss the following:

  A. Family needs, food, clothing, shelter, transportation
  B. Discussion of renting a home versus buying one
  C. The possible expense of "luxury" items and the hardship that desires for these may cause on the ability to provide for actual needs.

- As a variation on the classroom store where children shop and buy, have the students develop a "money store." They could invent their own money values and design the product. Manufacture processes can be employed (don't forget quality control). In social studies, activities could be geared to printing services, the U. S. Mint, or money of other countries.

- In a study of the cotton industry students could expand their awareness of the product and its extended uses in our economic system. This could be done through a series of activities:

  germinating seeds under varying conditions, experimentation with various chemicals utilized in the cotton industry, such as defoliants, insecticides, fertilizers. (Agricultural Extension Agents should be helpful here if cotton is not a local crop).

- Cotton ball printing could be a related art activity. Hand looms of nails and plywood using tongue depressors notched at each end as a shuttle could be developed. As an incentive here, each child could use yarn scraps to weave a square and the total squares could be sewn together to make a rug or wall hanging for the classroom. Cotton pillows or quilted cushions could be made for the classroom, or for the students own use.

- Provide students with a bulletin board outline of a volcano in eruption. The volcano is named the World of Science, Technology and Invention...the cloud of matter spewed out represents the World of Jobs. Students can fill the cloud with inventions and steps in technology that triggered new work roles.

sewing machine...tractor...
cotton gin...jet engine...artificial
kidney...petri dish...safety pins...horseshoe
calculator...electronic oven...filmstrip projector
concrete...hammer...crayons...toothpaste...carbon paper
fishing reel...vinyl...camera lense...ladder...
baseball...printing press...ball point
pen...gas oven...electric hairdryer...
paint brush...stapler...vacuum...
chainsaw...hoe...shovel...
mirror...nailpolish...
chewing gum

▶During a study of early settlements of America identify some of the "dormant" occupations, such as:

blacksmith	cutler	hornsmith
cooper	tobacconist	silversmith
housewright	fire-warder	sleighmaker
miller	coppersmith	cabinetmaker
tanner	wainwright	coachmaker
currier	bookbinder	shipwright
fuller	block printers	papermaker
cobbler	glass blower	glazier
weaver	ironmaster	signboard maker
tailor	apothecary	hatter
chandler	locksmith	whitesmith
tinker	wigmaker	

Indicate which of these occupations still exist in title though the duties and job descriptions may have changed greatly. Some of the occupations have disappeared except as demonstration pieces, others remain basically the same and are practiced daily as part of today's careers.

▶All occupations have their advantages and disadvantages. To teach something of this concept, as well as develop skill in letter writing, have students write to an individual they know requesting information about their (paid) job's advantages and disadvantages. To facilitate a high response rate, encourage self-addressed stamped envelope be enclosed with letter. An alternative to the information about vocation would be to request information about the individual's avocation.

▶Illustrate math occupations to students, and make them aware of the many jobs in which fractions are used every day. Originate a discussion and list on the chalkboard all the responses suggested by students of jobs in which fractions are used. Examples could include: plumbers, pipefitters, electricians, carpenters and other builders, grocery store price setting, material sales for clothing, etc. Problems relating to these practical usages could be developed for practice in the manipulation of fractions.

▶As a portion of the study of the ocean or water movements in general, wave motion can be simulated by tying a rope to a post or other solid object, having an "operator" hold the other end and shake it up and down. The resultant motion will illustrate typical wave motion in water. Compare this simple experiment with the technology used to create artificial surf.

- During a study of early American history have students develop cross-career projects emphasizing interrelations of various trades and crafts such as the tallow maker to the soapmaker, the pewter button moulding to the blacksmith, the tinsmith and his making of a hanging candle box to the tallowmaker, or chandler.

- When study is related to words and their derivations, have students trace works and their meanings as they relate to the world of work. Tinkstring, waffle iron, gridiron are typical examples of unique words which might be traced to their origin.

- Students could find to what extent mathematics is used in our every day life by attempting to not use any mathematics or mathematical concepts for one day, for example, have no clock or page numbers, etc. Students should attempt to avoid ALL mathematical concepts in conversation, school work, home for an entire day. Observed reactions to this should prove interesting and informative. The following day a discussion of problems that came up should be of value.

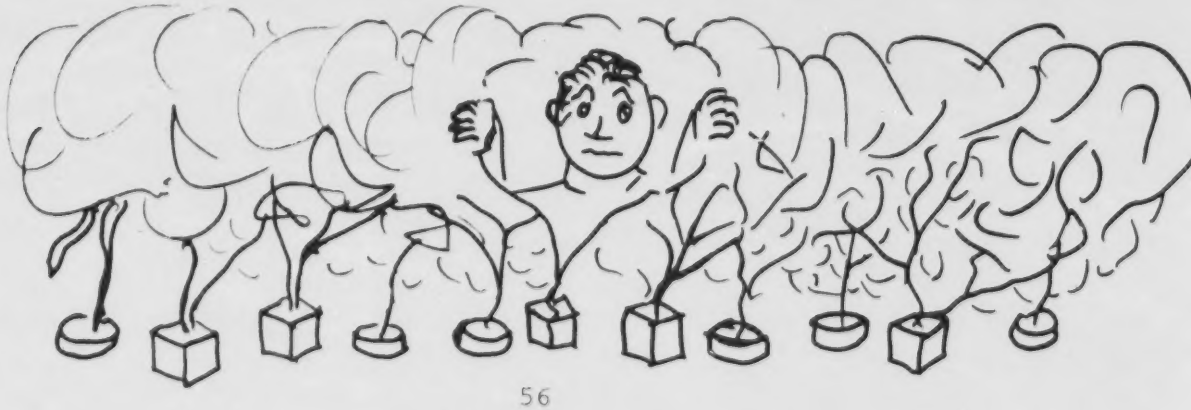
- When studying communications let the students try the experiment of avoiding all oral communication for a period of time, perhaps two to four hours. Later discussion of the problems involved in this experiment should be valuable in the study of communication.

▶As an interesting math related activity, the students could be engaged in the planning of a trip. This involves considerable use of mathematics as well as many other skills. Questions that could lead to various study activities include: Where are you going?, How many days will you need to get there?, How fast will you travel?, How much fuel will your vehicle consume on the trip?, How much will the fuel cost?, How much will it cost to obtain food and shelter per day?, For the whole trip?, What should you do to protect your home and possessions while you are gone?, Who should you notify of your leaving?, What particular jobs are related to this trip?

▶To impress on students the necessity and importance of following directions, have them make up a set of their own direction i.e., how to get somewhere, how to do something specific such as do-it-yourself job, etc. Give these directions to other students and have them evaluate the effectiveness of them. Proceed to class discussion on the need for good directions and for following directions accurately.

▶Scientific observations of egg growth in an incubator is a realistic science activity. Incubators are reasonable in price or can be constructed with a moderate amount of ingenuity. A sufficient quantity of eggs should be incubated so that one can be broken at regular intervals and growth observed. Related study of the poultry industry and uses of eggs can be brought in as well as the scientific aspect of growth.

▶Almost any classroom can become the scene of farming and gardening activities with no problems. Grow as many different plants as possible in flower pots, tin cans, or plastic containers (cut holes in the bottom and sides of these containers and place the containers in aluminum pie pans). Water the plant from the pie pan only to prevent a crust from developing on top of the soil. Plant some of each seed in different types of soil (sand, rock, clay, loam) and note the different results.



▶To illustrate the relationship of pressure to depth, take a large fruit juice can or similar container and punch a hole near the top, near the middle, and near the bottom. Plug these holes and fill the container with water. Remove one cork at a time and (keeping the container filled) note the distance water is forced from each hole. Compare the distance and relate them to the pressure involved.

▶To emphasize to the students the fact that even simple seeming tasks require specialized tools and techniques, a session with some pieces of scrap glass and glass cutting tools will prove most effective. There are minor hazards involved in working with glass, but only minor if gloves and pliers are used to handle the glass itself.

Demonstrate the technique of cutting glass (or have custodian or resource person demonstrate to the students). Stress safety requirements. Provide a suitable flat table or counter surface for the students to work on and assign some typical sizes for them to cut from the various odd-shaped pieces that are assembled. The experience of making the cut and either having the material break on the cut or break wildly should bring out the point of the need for proper tool usage and skill development on even such a "simple" task as this.

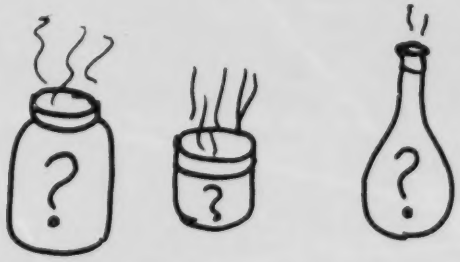
▶Instead of simply assigning an oral or written report on a career, plan a career poster contest. Students' art work or magazine cut-and-paste can compose the top of the poster along with the job title, and the job description can be included on the bottom. The work might be displayed in the library or cafeteria and prizes or ribbons might be awarded. Very attractive prize ribbons can be made from satin ribbon and notary seals available from any office supply store. The making of the ribbons is a good project for an "assembly line" activity.

▶If possible, during a unit on medieval history, locate a cook book that describes some of the recipes used during the period. (Precede the introduction of the recipes by reading a description from any history or historical fiction work of the "typical" feast of the manor hall). Follow this with the cook's version of the same meal. Point out the differences in equipment, materials to use in meal preparation, eating utensils, food preservation techniques, etc., from the meals of that time to today. This same kind of comparison could also be done for farmer or shoemaker.

- In learning how houses are made (including concepts of cost, materials used, tools needed and time required) as well as concepts of responsibility and dependability, the building of a playhouse can be used. The children should learn the different jobs in building a house such as plumber, roofer, carpenter, etc. as well as becoming aware of the tools used and their names. They will also learn the advantages and necessity of working together. Field trips or catalog excursions to lumberyards would start the unit. Encourage study of how houses are built. If possible parent involvement could be heavy in the design and supply portions of the project. The final result--the playhouse-- could be one for the classroom or the school playground. As a culminating activity the structure could be "inspected" by the city building inspector for safety and meeting city codes (an entire learning sequence in itself).

- To demonstrate water pressure, place the plug in a sink drain and fill the sink with water. Note the amount of difficulty in removing the plug when the sink is full as compared to that needed when it is empty. Students should record their observations as part of being an observant scientist.

- In expanding awareness of environment, have students make up Mystery Smelling Jars to bring to school. The jars themselves should be painted black inside or covered some way so that no visual clues are given. A given number of holes, all the same size, should be put in the jar tops. Students can take turns and keep track of what they think is in each jar and then compare with each other before opening the jar to actually find the answer.



- A talking bulletin board can reflect the student's awareness of their immediate or far environment. The teacher prepares a bulletin board representing a map of the classroom, school, or city. Students prepare taped messages about the mapped area which are then kept available immediately next to the bulletin board if not in pockets on the board. The availability of a cassette player is essential.

▶Have students scan and list all jobs having to do with the parts of the body, as studied in science. For instance:

Nerves: regular doctor, psychologist, psychiatrist, chiropractor, osteopath, nerve specialist, rehabilitation worker,
Eyes: optometrist, ophthalmologist, eye glass maker, surgeon teacher of the blind, therapist, research worker
Ears: doctor, surgeon, hearing aid manufacturers & salesmen, ear plug manufactuerers
Hair: doctor, wig manufacturers & sellers, shampoo researcher, barbers, beauticians

Once listed, reports can be made on any of these specialists.

▶To relate with a study of community services, the class can be asked to think of some way in which they could help provide a service which would improve the quality of life in their community. Is there an adequate day care or senior citizen program? What about dangerous traffic corners which need patrolling or a factory which pollutes heavily? The class should then consider an area in which they could best affect a change and discuss the approach they would take. They will probably want to get in touch with local officials or community groups to express their ideas.

▶If any students have home aquariums, they can be asked to report to the class on the complexities of keeping both fish and plant life healthy. After their reports, students may wish to discuss the number of different processes which are involved in successful aqua-culture, such as aeration, ph balance of water and filtration.

▶To illustrate the night-day cycle use a globe with a flag or marker on it to show the "school" location. Shine a light on the globe from one side and rotate it appropriately. Determine when it is night and when it is day. Lead the discussion of what work parents (or other people the students know) do during the day and/or during the night.

- To relate math to the world of work and bring relevancy to present learning situations, have students pretend to live on wages (predetermined by class vote) for one week. They would develop a "class" family before the project week to make the situation more realistic. They would then calculate rent, food, clothing, utilities, insurance, car maintenance. Daily newspapers become the source of information.

- To relate classroom activities to the world outside the classroom have students utilize the Yellow Pages of the phone book to develop a list of possible leisure time activities available in the community. A criteria checklist could then be developed by the class to use in checking the original list to eliminate things that: 1) the class is too young or too old for, 2) things that cost too much money, 3) things they don't have the skill or time to do, etc. If possible have the physical education instructor participate in this activity and follow up with a visit from the local Parks and Recreation Director in pursuits they are interested in.

- To illustrate the interdependence of industries, have students post a large picture of a company or factory on a wall or bulletin board and surround it with pictures of small companies, stores, and individuals that supply, serve or buy from the central company. Have yarn arrows connecting the large company with stores, etc. to show the flow of products and services. Further refinement would entail conversion to a "talking" bulletin board by recording student reports on the subject matter areas involved in the daily life work at any one or more of the pictured companies.

- Following purchase of a crossword puzzle book or some other source of several SEEK AND FIND word games, have students develop their own SEEK AND FIND games based on vocabulary related to a given occupation. Vocabulary should be researched and could even require definitions before the search could begin. Use the following as a starting point or example.

FIND DEFINITION

SAW
HAMMER
NAILS
RASP
FILE
CLAMP
GLUE
VISE

H	A	M	M	E	R	S	S	G
E	B	I	A	E	A	N	Z	L
L	K	W	V	I	S	E	L	U
I	C	L	A	M	P	A	V	E
F	N	A	I	L	S	D	W	O

▶Assign each student to do a notebook called "My Career Now." Divide the notebook into three parts: My School Career, My Home Jobs, and My Leisure Time. Using illustrated pages have each student show how home and school jobs are related to "real work." Have them portray, for example, the chores they are assigned to do at home and why they should be done well. Have each student draw several pictures with captions showing what they like best to do during his leisure time.

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7-9 Activities

SUBJECT MATTER	PAGE
English	63-72
Social Studies	73-84
Science	85-87
Math	88-90
Physical Education	91
Home Economics	92-93
Art	94-95
Music	96
Agriculture	97
Special Education	98

▶Here's something for vocabulary development and as introduction to information on ability and interest as related to the world of work. Involve students in an exercise similiar to the following matching exercise:

1. Verbal	____ability to see differences in colors
2. Numerical	____ability to see differences and mistakes in written materials
3. Spatial	____ability to understand and use ideas and words
4. Form Perception	____ability to solve problems
5. Clerical perceptions	____ability to see and compare the different shapes of objects
	____ability to reorganize and match various forms
	____ability to see forms in space (Beginning Competency)

▶Play Hollywood Squares: Set up the desks in three sets of three. Choose one Master of Ceremonies, two contestants, two judges and nine players--the rest of the class will be the audience. Ask questions about the specific occupational area being studied, then have the player in the square picked by the contestant answer the question. If the contestant correctly agrees or disagrees with the answer, he receives an "X". If the contestant incorrectly agrees or disagrees with the answer, the opponent receives an "O". Whoever first gets three marks in a row wins the game. (Career Awareness)

▶Impress on students the necessity and importance of following directions. Have them make up a set of their own directions i.e., how to get somewhere, how to do something specific such as a do-it-yourself job etc. Give these written directions to other students and evaluate for effectiveness. Proceed in class discussion to cover the need for good directions and for following directions accurately. (Beginning Competency)

- ▶As an exercise in communications have students create a montage (collage with a central theme) expressing their personal interests, hobbies, abilities, etc. Normally this could be done within a one week period after you have explained what a montage is. Inform students that they may use any means printable to express themselves, pictures, words, symbols, etc. They need to be supplied with large sheets of paper and quantities of pictures etc., though products should not be limited to your choice of supplies. Suggest that students prepare these at home, in secret, and present them to the other students with no name attached. Upon completion and when they are all displayed, the class should try to identify the creators of each one. (Attitudes & Appreciations)

- ▶As an additional activity to the making of the self-expressing montage (see above) instruct students to select one and attempt to write an analysis of the characteristics shown by it. Obviously they should not choose their own. Upon revealing who belongs to what montage, the analysis should be given to the appropriate person as a clue to how others see them. (Attitudes & Appreciations)

- ▶Help students to develop a frequently needed communication skill by assigning each student to think of something he does well and using materials and props if possible, explain how to do it to the class as though they represented a new employee assigned to do the job. (Beginning Competency/Employability Skills)

- ▶To develop communication skills, art abilities and expand career awareness have students develop as a class project a SUMMER JOBS FOR US Book. This would consist of ideas they have of jobs they could get during the summer months. Illustrations should be included as well as a cover design (contest for the awarding of the cover could be an additional activity with a panel of judges brought in for the occasion). Students should not only list the jobs and a one paragraph discription of what each would involve, they also need to develop guidelines of how to get these jobs and keep them. Ideally these would be printed (parent support might be found for this), or mimeographed, for distribution to classmembers, or even sold for a slight fee to others in the school. (Beginning Competency)

- To develop awareness of the duties and requirements of various careers, have students do preliminary study on a career of their choice. The class is then prepared to play a variation of 20 Questions. The person who is IT has researched a specific job. Each person in the class, one at a time, gets to ask one question which must take a "yes" or "no" answer. The object is to guess IT's career choice. The one to guess correctly becomes IT and the game continues. (Educational Awareness)

- Assist students in discovering methods used by advertisers and others to communicate with and influence the consumer. Draw attention to some general propaganda techniques and advertising aims. The students could be asked to name some of their favorite brands of various products and to state why they like them. Let students evaluate their real reasons for using the product and note if it is because of the effectiveness of the product or their response to effective advertising.

- Further activity would be to have volunteers reenact a commercial for one of their favorite products for class analysis. Class involvement could result from this by the attempt to develop a better advertisement for the same product or the writing and presenting of T.V. or radio commercials for similar products. (Economic Awareness/Beginning Competency)

- To familiarize students with local employment information sources direct them to look through the local telephone book and note the various types mentioned. Example: State Employment Security Commission, Public, Private. Follow-up could be the contacting of representatives of each type either via letter, phone, or in person to discuss the services and opportunities available. (Decision Making)

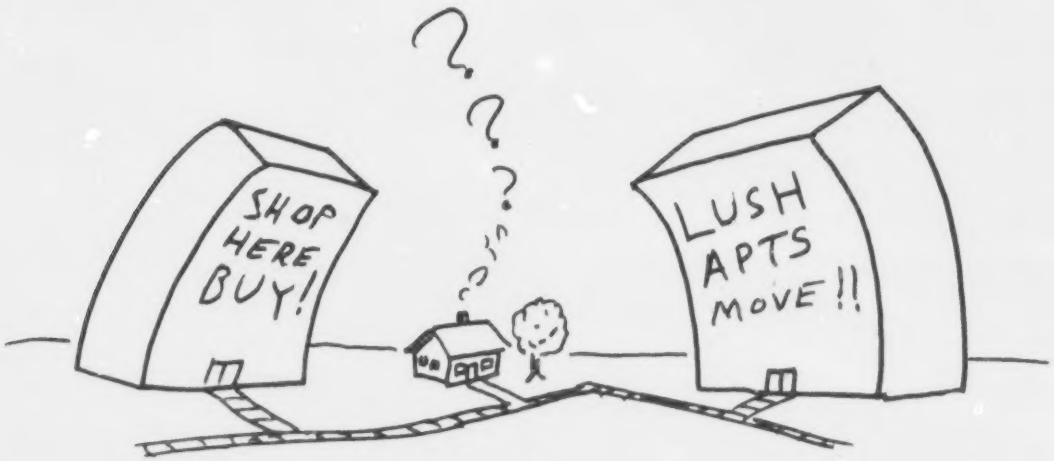
- Help the students prepare a bulletin board entitled "Who Am I" by using various pictures and typical resources. Tape record small group discussions of the various aspects of the bulletin board and why they were chosen. Have a tape player and the recorded conversations available in conjunction with the bulletin board for student listening as they view the display. The culmination of the activity could be a written or taped statement from each student about how he perceives himself and the factors that he feels have had a profound effect upon his development so far. (Self-Awareness)

- In studying vocabulary, compile descriptive words such as optimist, idealist, realist, politician, humorist, sage, etc. Reinforce word meanings by discussing vocations which demand some of these qualities. For example, the instructor may ask, "Which of these descriptive terms would be applicable to an executive secretary?" (Beginning Competency/Educational Awareness)

- Employers, like everyone else, want to save as much money as they can. They have to pay to put a help-wanted ad in the newspaper. The more space they use, the more they have to pay, thus abbreviations are used. Develop a glossary, with the students, to explain the most common abbreviations found in the help-wanted columns of newspapers. Examples might include: immed. open., exc wk cond., or pd vac--immediate opening available, excellent working conditions or paid vacation). (Beginning Competency)

- The scrambled sentences game can be utilized to summarize any concept - career or subject matter. The concept is written out--one word per flash card (5 x 8 cards work great). These can be prepared for flannel board, bulletin board or set in the chalkboard tray. Students then try to construct the concept sentence from the scrambled word order. The activity could have one student move only one card and another take his turn until the sentence has been successfully unscrambled. (Beginning Competency/ Educational Awareness)

- Students can be asked to evaluate their local environment objectively. As they look around, do they see things that disturb them about the way shopping centers are going up, or new housing types are being placed or the treatment of old buildings. Essays describing their views could be written and discussed with the class. Another essay theme possibility would be, "The architect and social responsibility." (Beginning Competency)



▶During a lesson on developing sentences and the question as a sentence pose the situation: "If you were an interviewer for a company like Bell Telephone, what questions would you feel you need to ask your job applicants." In groups of four the teacher asks the learner, and lists on the chalkboard, the questions. The class can then group the questions into catagories according to the desired information as: likes and dislikes, work experience, personal life, appearance, skills, ambitions.

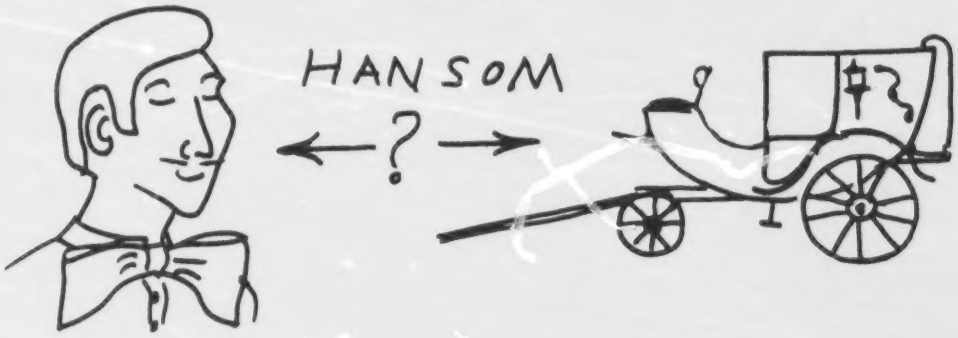
A further lesson might go into which of these questions are truly appropriate for an applicant to be asked; which are actually an invasion of privacy and the applicant does not have to answer. (Educational Awareness)

▶Brainstorming, as a method of searching for solutions to problems, gives the student valuable experience in "thinking with others." The student who develops this ability will be preparing himself for active vocal social, civic and organizational participation. To make the technique most effective two rules are recommended: 1) judgment is ruled out; criticism of ideas must be withheld until later, and 2) complete openness is desirable; the wilder the idea, the more likelihood of winners in the session. The brainstorming technique can be used to demonstrate awareness of relationships between present interest and possible future occupations, to demonstrate awareness of the relationships between currently available occupational categories and the future availability of jobs, or any number of other directly career related topics. In addition the students will be developing an ability to concentrate on an agreed topic and to participate in the development of common understandings about the topic. (Decision Making/Attitudes & Appreciations)

▶In teaching writing skills, lessons on writing directions to be followed is often a successful technique. Using the school setting as a limitation and the English classroom as a base, have students write directions to get to some other place on campus WITHOUT telling the reader where he is going. If possible have the students exchange papers, or select at random one or two examples, and have the class actually (and to the letter) follow the directions developed. In all probability, the class will not end up at the intended place and the activity of rewriting is well reinforced. Examples of where the directions could lead might be: library, cafeteria, art room, flag pole, teacher's parking lot, football field. (Beginning Competency)

▶Each student will name those occupations that the word or product associated with the word have influenced. They may draw the product or symbol derived from the names of people who have had profound effects on language. A bulletin board entitled "What's in a Name?" could be the end product. (Beginning Competency)

Brougham	Mercerize	Galvanize	Lavaliere	Braile
Daguerreotype	Mesmerism	Joule	Mackinaw	Pinchbeck
Derrick	Sandwich	Maxwell	Mercator projection	Martinet
Diesel	Ampere	Ohm		Bobby
Ferris Wheel	Coulomb	Volt	Wedgewood	Silhouette
Hansom	Fahrenheit	Watt	Sheraton	Solon
Macadam	Farad	Chippendale	Sideburns	Maverick



▶Each student will match terms used in different fields of work with the person who uses such terms by finding the definitions for those terms which have occupational connotations.

Students will match the terms in column A with the workers in column B.

Terms	Workers
1. blowup	_____ a coach
2. broadside	_____ a helmsman
3. checkup	_____ a civil defense worker
4. coddle	_____ a fabric salesman
5. derelict	_____ an armanent officer
6. dud	_____ a civil trial judge
7. evacuate	_____ a welfare worker
8. gridiron	_____ a baseball player
9. knot	_____ a ship builder
10. lawn	_____ a health official
11. receiver	_____ a waitress
12. shutout	_____ a naval gunner
13. spar	_____ a chef
14. stratum	_____ an archaeologist
15. tip	_____ a photographer

(Career Awareness)

▶In any appropriate setting when preparing to study the job interview technique, it would be an appropriate pretest activity to stage unrehearsed application interviews and tape them on video or audio tape for later reference. During the class study of how to apply for a job it would be good reference to refer back to these, to criticize and discuss them. As students feel that they know the techniques well enough, they could stage a "model" interview on tape and compare it with earlier efforts. This should provide some interest and motivation. (Employability Skills)

▶During lessons intended to stimulate student writing and improve communication ability, pose a series of problems to the student for which they must relay to you appropriate answers. Example: "I have a problem, but I don't know who to turn to for help. Tell me in a complete sentence where to go for assistance."

I have a toothache
My stereo doen't work.
My go-cart has a flat fire.
I need a part-time job.
I have a hamster with mange.
I have trouble keeping my little sister out of my room.
My teacher is giving homework on football weekends.
I'm going to get grounded because of my grades.
(Educational Awareness)

▶When considering mass communication and advertising, have students select particular commercials to watch and critique. Discuss good and bad commercials and what makes them that way. Students may write scenario for their own commercial and others may act it out for class evaluation. This could be done with T.V. equipment, if available, and taped. (Educational Awareness)

▶In conjunction with the staging of a play, have students carry out the entire process--applying for social security cards, writing a personal resume, filling out application forms, reading for parts or exhibiting skills for other related jobs, etc. Other potential activities would be contacting others who have presented the same play, ordering and securing props and materials scenery construction, lighting, etc. Sales and organizational activities also would be of learning value, ticket sales, seating arrangements, refreshments and security must all be considered. (Educational Awareness)

▶The student might do a survey on the number and types of media available in his or her community. Is there a newspaper which includes national and international news, a radio station, library, book store, movie theater? What other sources exist for obtaining world news? Reports which evaluate the sources and quality of communication in the community could be given in writing or orally to the class. (Career Awareness)

▶As the class studies medieval history, the phenomena of heraldry (coat of arms) will come into the unit. While the class discussion centers around the process of reading the coat of arms to decipher the original occupations of the owner, the student can demonstrate the concept. Students can develop a coat of arms for themselves or their family using a parent's line of work. A career area the student is interested in investigating for himself could also be used. The coat of arms can use the "tools of the trade" of the occupation, or it can be one that expresses through a collage the life-style the student thinks is desirable for himself. (Career Awareness)

▶While studying public services have students make a bulletin board map of the state. Locate post offices in the state and illustrate the route of specified letters to various places. This will require the investigation of postal routes and handling techniques. Some information on this could come from local postmaster's offices. The lesson could be expanded to include math computations of actual and shortest distances mileage. (Career Awareness)

▶Use a piece of rope to form a large circle on a bulletin board. Through student research and reports show all the different occupations which might use this rope. Have students give a brief description of the jobs involved and how the rope is used in that occupation. (Career Awareness)

▶Using a large piece of cardboard or a corner of the room, have students create a "cluster corner" which contains representative tools that people in certain occupational clusters might use and also illustrate typical jobs within the cluster. (Career Awareness)

- ▶Have each student take a piece of paper and write down five jobs that he feels are "not important" in today's society. Compile the results and set up a debate on the value of the five jobs that were more frequently named. Following the debate a revote can be taken to see if opinions have been influenced by the presentations. Options should be provided for addition of new jobs to the list. (Career Awareness/Beginning Competency)

- ▶Use television as a resource by assigning students to make a list of all careers they see or hear about during two nights of T. V. watching (not to exceed a certain number of minutes total viewing time). This time period should include at least one newscast. Discuss the idea, "Is this job really like it is shown on T.V.?" (Career Awareness)

- ▶Students could be asked to clip ads from newspapers and magazines which aim at motivating the leisure time audience. They will find everything from ads for tennis camps to round-the-world tours and health resorts. The ads can then be mounted on a bulletin board to emphasize the diverse and large scope of this career field. Lessons in classification by different topics could follow. (Career Awareness)

- ▶Does anyone really know what percentage of workers really like what they do and carefully chose their present occupation? It is very doubtful that anyone does. An activity to point out this chance placement can be done quite easily. List numerous jobs on slips of paper, fold them and place them in a box or fishbowl for drawing out later. Have the students draw one job from the container and evaluate their reaction to being placed in that position for the rest of their lives, for five years, or as a part-time job. As the jobs are discussed students could be requested to stand up if they like the one under discussion or to indicate their like or dislike by some means. Students should begin to show understanding that it is important to like what you do if you plan to succeed at it. (Self-Awareness)

- ▶Through letters to civic organizations or personal friends the students could acquire knowledge of life-styles and related factors in other communities in other parts of the country. These can be compared with their own way of life in their own community. Interesting comparisons could be made about specialized occupations that exist in one and not the other. Similarities can also be noted and considered. (Attitudes & Appreciations)

▶To help students recognize how learning helps them accomplish necessary tasks, let students take the role of the teacher for one period on an individual basis. They may learn what functioning as a teacher is like. This is an ideal opportunity for students interested in education to investigate those skills they may need, and to exercise those that they may already have. Encourage students to take a week to prepare and assist them with the preparation as needed. It is important that they assume full responsibility and that the teacher only intervenes if asked. This should make it a realistic situation. (Career Awareness/Decision Making)

▶All occupations have their advantages and disadvantages. To teach something of this concept, as well as develop skill in letter writing, have students write to an individual they know requesting information about their (paid) job's advantages and disadvantages. To facilitate a high response rate, encourage self-addressed stamped envelopes be enclosed with letter. An alternative to the information about vocations would be to request information about the individual's avocation. (Beginning Competency)

▶When studying communications let the students try the experiment of avoiding all oral communication for a period of time, perhaps two to four hours. Later discussion of the problems involved in this experiment should be valuable in the study of communication. (Beginning Competency)

▶To help the students understand how choices of occupations will affect their leisure time activities discuss time, the clock, and calendar. The importance of schedules and working hours must be brought out, since our leisure time is planned outside of working hours, vacations and weekends. These are typical leisure times; however, not all people work regular hours. What occupations might not have the usual weekends off, or 8-5 hours? Why is leisure time different for these people and what do they do about it? Do those that work nights and weekends need recreation at other hours? How do these hours affect family life? Time for leisure is a big factor in choosing a job. Have students write out what they think would be ideal for them in terms of hours of work per week and their schedule. (Self-Awareness)

- In a unit on modern federal governmental agencies, a committee of students may be asked to contact the U. S. Department of Agriculture for information about opportunities in farming and for details on the incentives which the federal government offers farmers today. These can be incentives both to produce a product and to keep land fallow. State governments may also be similarly contacted and the findings should be presented to the entire class. (Career Awareness/Economic Awareness)

- Prior to registration for high school, selected students interested in entering skill development programs in high school could be assigned to interview teachers in the area of their choice and make reports back to the class on how they view their prospects. These interviews could be taped if desired (with interviewed teacher's permission). Set a time limit as a measure of consideration to the skill area teachers. (Self-Awareness/Beginning Competency)

- In a world in which there are many people unemployed or underemployed, it becomes necessary to assess one's personal skills. Students can play a game called "Headbands." One student will be selected to wear the headband. Everyone can see what is written on the headband except the wearer. A skill will be lettered on the headband and two people "resource personnel" are selected to relate information about interests and abilities upon questioning by the wearer. The person wearing the headband should try to find out his skill by asking questions about his interests and abilities. When one wearer guesses his skill another student is fitted with a different headband skill; rotate resource personnel in the same way. (Attitude & App.)

- During a unit on South America, divide the class into six groups. Each group will be a Chamber of Commerce for a Republic of Central America. Each group can plan a tourist bulletin with articles and drawings. After each group has completed its plans, the teacher can ask questions such as:

  How did you decide who would write the articles?
  What kinds of responsibilities would you have in preparing your tourist bulletin?
  How would these responsibilities be like some you might have on a job? (Decision Making/Employability Skills)

▶To develop an awareness on the part of the learner of more than one occupation suitable to his interests, place the following occupations on the board. The students will list ten of their interests and individual activities and place where these would be used or needed within the following occupations.

Bankers	Secretaries
Musicians	Ministers
Teachers	Pilots
Doctors	Authors
Lawyers	Farmers
Politicians	Construction workers

Compare the lists, and using each occupation, decide what interests would fit each career. Through the class discussion the students will note their varied interests and occupations to fit these interests. (Beginning Competency/Self Awareness)

▶Have students assume that they are setting up a new town (people have actually done this in the past and will in the future). They need to think of all the different kinds of workers they would need and write job descriptions and want ads to hire them. Let them assume a fixed budget per day of a nominal figure ($1,000) and see if they could hire and pay the necessary people to make the new town function and prosper. (Economic Awareness)

▶To allow each person to explore his relationship to Data, People, or Things, have the class bring in the want-ad section and examine the want-ads to find what qualifications employers expect for particular jobs. Each row could take a different column and work as a group with one person keeping a list. These lists could be reported to the whole class for discussion and determination of which qualifications would be skills and which would be personal values (neatness, etc.) A final list would be compiled stating what skills are most asked for in working with Data, in working with or for People, and with Things. (Educational Awareness/Beginning Competency)

- ▶Students at this age are truly beginning to think in terms of work as a profit making venture. Two traumatic procedures are often overlooked--getting a work permit if under the minimum work age, and where and how to obtain copies of birth certificates. Often the latter is taken care of by the parents, but the procedure is repeated during the adult lifetime and the process can be learned. Initial lessons would cover what the documents are and how they will be used. Further work would cover where to obtain the forms and information needed to get them (i.e. work permit requires a doctor's examination usually and some states have minimum physical sizes to qualify for the minimum physical age. Birth certificates require full legal name, place and date of birth as essential information). (Beginning Competency)

- ▶To investigate the manufacturing cluster area students may select one manufactured item and do research to discover how many different processes were involved in its production. The process may be illustrated graphically for the class and production could be delineated. (Career Awareness/Beginning Competency

- ▶As part of a lesson in economics, students can be asked to make a survey of their local area to determine the type and number of construction projects under way. Is building booming, stagnating, or sporadic? What are the reasons behind the present construction climate? Their reports shoudl be presented in class. (Economic Awareness)

- ▶Students can use brainstorming to answer the question "Why do people work?" As the answers are recorded, either on the board or on paper, they can be put in categories indicating whether the jobs would fill a personal or social need. The jobs can also be grouped according to whether they use natural resources or human and cultural resources. Using the information developed in the brainstorming session the class should see how many of the jobs they would probably find in the country being studied. Those jobs which require natural resources should be examined in terms of the resources present in the country studied. Those jobs which require human and cultural resources should be examined in terms of the culture being studied. (Attitudes & Appreciations)

▶There are many examples of times when a particular area experienced changes in growth rate and types of occupations. California in 1848 was such an example of this. Two factors operated in job changes. 1) Many of the people who came to prospect for gold were unsuccessful and had to make a living in some other way. 2) As the people poured into California there was an increased demand for goods and services so jobs in these areas became profitable.

Students can identify some of the goods and services which would be in demand in such a time and the jobs which would be related to these goods and services. They can identify jobs which were once a part of the area where they now live and which no longer exist.

The teacher should make sure that students understand the idea of technological and sociological change, causing some jobs and eliminating others. (Career Awareness)

▶Have each student name ten things he likes to do best and then see how many of the activities are things that require other people, how many are activities that require things, and which are based on data input. The teacher can help the students explore his personal relationship to people, things and data.

▶To relate the economy of a region to the physical and human resources students can use the yellow pages of the telephone book to make a list of jobs related to a particular part of the economy (example: agriculture). Then the jobs can be grouped under the headings of Data, People and Things. In the study of a specific region the job lists can be evaluated in relation to what has been learned about the physical and human resources of the region being studied. Out-of-city phone books are usually available in University libraries and in many public libraries. (Educational Awareness/Beginning Competency)

▶To study man's relationship to his environment and its constant changing character, develop a role-play situation in which the students imagine that they have suddenly been placed in the 21st century by a time machine. They should try to imagine the changes that man would have to meet in a changed environment. Then, the students should try to identify what things in their education would prepare them for living in that changed environment. (Educational Awareness/Beginning Competency)

- Plan and produce a class newspaper. One column could be entitled "100 Years Ago Today" and include fictional items relating to the local area. There can also be a section of want ads listing jobs which would have been required in that day. This can involve some research which will precede the actual lesson. It can help students develop an understanding of the occupations which existed in our country during an earlier period and it can help students learn to assume responsibility for parts of a school project. (Employability Skills/Career Awareness)

- During a study of community services and citizenship students could study the Civic Center Concept as a functioning part of a community. A survey of surrounding towns and cities would determine the presence or absence of such structures. Features to analyze would include buildings, interior capacity (based on community population, etc), administration of such facilities, financing of Civic Centers, services provided, community involvement in the development of such structures. As a culminating activity students could design a Civic Center of the future. The design could get as complex as the class situation and time would allow. Some ideas to include, however, would be: buildings, landscaping, parking, transit systems, types of services, financing. (This type of project, especially if artistically done, lends itself well to public display through the news media). (Beginning Competency/Educational Awareness)

- Utilize a study of the local housing industry and market to illustrate concepts of careers and life-styles. The role of status and the methods of achieving it can be brought into the discussion. The economic concepts of buying and building or renting housing is another aspect of the industry appropriate to the social studies program of study. For example: classes can research what permits are necessary for building in the city, town, county, state. Is work inspected? By whom? At what stages of development? What regulates the building of different types of structures within a geographic territory? What are zonin laws? Who makes them? Who regulates them? What are the penalties for violation? What are building codes, etc.? (Economic Awareness)

▶In studying social institutions to regulate society have a group of students research the Federal Aviation Authority (F.A.A.) and report to the class. Questions should include the following:

What kinds of control does the FAA have over individuals employed in the air transportation industry?
How does this control affect the daily lives of employees within the air transportation industry?
What kind of authority does the FAA have over the air transportation industry in general?
What kinds of standards does it set? How do these standards affect safety?
(Career Awareness/Attitudes & Appreciations)

▶To structure a learning activity to increase the students' comprehension of the concept "where you live influences how you live," utilize Arizona State Employment Service listing of major employers (by Phoenix or Tucson or for the state). Initially have students compute the distance they would travel from their present residence to three possible employers in their career interest area. Point out that in some instances the sheer distance may affect the availability of career choices. (Economic Awareness)

▶To develop student awareness of life-styles, as they relate to living site, select a site other than the immediate neighborhood near the school. Have the students determine availability and convenience of services such as: health, shopping, transportation, government, postal, police. Identify these on a map. Compare the findings with a similar study in the neighborhood immediately surrounding the school plant itself. (Economic Awareness)

▶Relate the following situation to the class: "We have been warned that the earth will blow up in two days. We have just enough space ships for all the people plus a small space for supplies. We will need to decide what supplies we'll gather for that small space. After blasting off, we'll find a planet to make our home and land on it."

Divide the class into groups of ten. Have each group decide what supplies to take; what should be done after landing; how the community should be set up; what kind of rules should apply; who will take the various responsibilities, etc.

Each person should write a page telling his feelings on working together in groups; the planning; the participation; cooperation; and other factors. Also it would be suitable to discuss the way the decisions were reacned by the groups. (Decision Making/ Attitudes & Appreciations)

▶During the study of different parts of the country it will be noted that interdependency is increasing between areas and people. To become more aware of this the students could seek out examples of interdependence in their own lives. A way of dramatizing this would be to have each student make a list of all the people his family depends on for any short span of time. An example would be a mealtime situation where one could consider the food producers, processors, grocery personnel, manufacturers of dishes, soaps, furniture, construction (place to eat) and many others. (Career Awareness)

▶Here is an appropriate exercise in decision making. What caused these decisions? Each job shown below is based on one of the ten interests shown in column B.

Column A--Job	Column B--Interest
a. Farmer	_____ mechanical
b. Plumber	_____ clerical
c. Author	_____ literary
d. Settlement house worker	_____ musical
e. Filing clerk	_____ scientific
f. Bank cashier	_____ numbers
g. Sculptor	_____ persuasive
h. Violinist	_____ social service
i. Botanist	_____ outdoor
j. Politician	_____ artistic

(Career Awareness/Decision Making)

▶In group discussion sessions select pairs of occupations (banker and insurance agent for instance) and consider answers to the question; "What similar skills would both of these need to carry out their work?" "What differences would exist in requirements?" Pictures of various workers could be stimulating aids. (Career Awareness)

▶Imagination is a key to growth in the personal service field. Students can be asked to clip advertisements which describe unusual and imaginative personal services. The news clippings can be brought into the classroom and discussed as to the feasibility of the enterprise. (Career Awareness)

▶To build awareness of local career opportunities, divide the class into moderate size groups (5-10). Arm them with an inexpensive camera capable of taking slides and a battery-operated tape recorder (which can usually be obtained from a student if not from the school). Then send them forth to photograph and interview local businessmen at their places of work. Help them pull the results into a slide-tape presentation for other classes or parent groups such as the PTA. (Career Awareness)

▶A class or group of students could do a considerable study of the varied occupations necessary to make a community function by determining what should be available and surveying their community to find out what actually is available. A model of the local community could be built on a 4 X 8 foot piece of wall board and suggestions incorporated into the model to improve the local community. This is often the kind of activity local T.V. stations like to cover (when the product is finished). It could also be presented to the city council by the class. (Career Awareness)

▶Using historical data, have students consider and generalize why large population areas were developed. What were the economic, geographical and physical reasons for this occurrence? What effect was there from natural resources such as water, minerals, etc.? (Beginning Competency)

▶During a unit on South America, divide the class into six groups. Each group will be a Chamber of Commerce for a Republic of Central America. Each group can plan a tourist bulletin with articles and drawings. After each group has completed its plans the teacher can ask questions like:

How did you decide who would write the articles?
What kinds of responsibilities would you have in preparing your tourist bulletin?
How would these responsibilities be like some you might have on a job?
Can you see how assuming responsibility for something in this project might help you assume responsibilities in an adult education? (Decision Making/Employability Skills)

▶Use a vivid portrayal technique for student opinion on values readily observable by class members and teacher. Move the furniture away from one wall of the room; label the wall as an attitudinal scale ranging from Complete Agreement to Complete Disagreement with the typical two or three intermediate stations. As a group, prepare a set of some ten situational questions for the students to react to as they see fit. Suitable questions might resemble these:

A. Safety: A high school student drives home from school without using his seatbelt. Do you agree with his apparent thought that his loss, in the event of an accident, would not be of major consequence to the world?

B. Safety: A man with a wife and four children drives home from his job without using his seatbelt. Do you agree with his apparent thought that his loss, in the event of an accident, would not be of major consequence to the world?

C. Social Action: A college student grows his hair long just because it is protective coloration* even though he really doesn't agree with many of the opinions and causes of those he associates with. (Attitudes & Appreciations)

(* good vocabulary lesson and tie-in with science and social science concepts.)

▶To become aware of the law of supply and demand in the employment marketplace students can utilize help-wanted ads. Copies of "Want-Ad" sections of newspapers from various parts of the country are needed (New York, San Francisco, St. Louis, etc.) These do not need to be especially current or even of the same date and could be reused after initial purchase. Students should first group the cities by similar cities in type of goods manufactured, or agricultural products, or population. Students then write a brief summary of their findings on the type and number of jobs available in each city and how this is related to the laws of supply and demand as they see it. Another activity would involve development of graphs and charts for specific job titles and different cities, or machinists, in the smaller cities. (Beginning Competency/Economic Awareness)

▶During the study of division of labor in a family or society the concept of producers and consumers of goods and services is normally developed. As part of the learning activity, have each student keep a diary of the goods he consumes or purchases during a period of one day. In addition, each student can keep a record of the services which his family obtains over a weekend, or of the services he (the student) performs for his family during a week or weekend. (Economic Awareness)

▶During a study of American history bring out the role the auctioneer had as the economic system evolved. Today this career is still practiced in a highly specialized way to market tobacco, antiques, art objects and in Arizona, to raise funds and sell used furniture. It is a technique to sell goods rapidly and, hopefully, get the highest price possible for the goods. Following such a study, have the students conduct their own auction using either student made and donated products or baked goods, which the students have prepared from the home economics kitchen. If materials come from the home, be prepared to send written notice to the parents about the event, its function and their responsibility if any. (Economic Awareness)

▶Students can share their private collection of treasures to demonstrate the increasing value of memorabilia as an investment. If current news articles are available on recent auctions of collections bring this out in class. Today's junk is often tomorrow's treasure! The law of supply and demand and the concept of need versus want is graphically illustrated. (Economic Awareness)

▶ To investigate the interdependence of local business, have the students list all the local business establishments they can think of on the chalkboard. Select one that they wish to represent in the next day's activities without telling anyone else what it is, and write the selection on a slip of paper to hand in for reference on the following day.

On the second day, hand back the slips to the proper individuals and list on the chalkboard all those that are representated by students. Then, referring to the previous day's list, make a note of any establishments that are not represented by a student. The problem for discussion is: What effect upon the community would there be if the businesses not represented by students were removed from the community overnight? If more than one student selected any one of the businesses consider what would be the effect upon the community and on the businessmen of the overnight duplication of that business. (Economic Awareness)

▶ During a study of early settlements of America identify some of the "dormant" occupations, such as:

blacksmith	cutler	hornsmith
cooper	tobacconist	silversmith
housewright	fire-warder	sleighmaker
miller	coppersmith	cabinetmaker
tanner	wainwright	coachmaker
currier	bookbinder	shipwright
fuller	block printers	papermaker
cobbler	glass blower	glazier
weaver	ironmaster	signboard maker
tailor	apothecary	hatter
chandler	locksmith	whitesmith
tinker	wigmaker	

Indicate which of these occupation still exist in title though the duties and job descriptions may have changed greatly. Some of the occupations have disappeared except as demonstration pieces, others remain basically the same and are practiced daily as part of today's careers. (Beginning Competency)

▶The purpose of this activity is to develop economic awareness for students by using MAP READING SKILLS in order to plan for more efficient and satisfying use of vacation and/or travel money based on awareness and understanding of one's own values and goals.

After the teacher has told the student how much money he may pretend to spend on his "vacation", the student will be expected to use the social studies skills of map reading and using resources to acquire information about places to visit. He will then demonstrate his economic awareness by describing those tasks of travel, routes, lodging facilities, food services and recreational activities which will keep expenditures under the allotted amount of money he has to spend. (Economic Awareness)

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▶Relate careers in science and expand observation skills. Wildlife managers have to identify plants and animals in nature areas. Have students complete the following projects:

Fill in the chart below showing five species of fish, game, birds, wild flowers and trees that are or were common in your geographic area.

FISH					
GAME					
BIRDS	(Cactus Wren)				
WILD FLOWERS					
TREES	(Palo Verde)				(Beginning Competency)

▶Another task that wildlife managers often do is compare the number of animals in one area to the number of those animals in another area. They also compare the size of animals in an area to the size of animals in another location. Choose an animal that is frequently found loose in your neighborhood (example--cats). Record the number of animals found in the same area for a certain time length for three straight days.

To further explore skills in the science area additional student projects could include: making a list of the animals that have become extinct. A further list of animals which are in danger of becoming extinct. (Beginning Competency/Attitudes & Appreciations)

▶To acquaint the students with the chemical analysis skills involved in being a detective, devise clues such as blood samples, hair, fingernails, auto paint, clothing shreds, powder stains, tar, etc. Present these clues along with a hypothetical crime problem to the class for solution. A time period should be specified for students to have presentation prepared for the "mayor" who is very anxious to solve this particular crime wave that is hitting the city. (Attitudes & Appreciations/ Beginning Competency)

▶To help students in decision making and communication skills as well as providing an opportunity for them to practice application of science learning, do a simulation/role-play based on the following five group activity.

Group 1: The Wilson Manufacturing Company representatives. Their company would like to build a plant in your community. The company plans show that the plant refuse will be dumped into the river.

Group 2: The stockholders of the Wilson Manufacturing Co. If the company is not allowed to dump its refuse in the river, the stockholders will receive less profit.

Group 3: The employers of the Wilson Manufacturing Company. If the company is not allowed to build a plant, these people will be unemployed.

Group 4: Citizens for clean environment. They believe a clean environment is more important than industry. These people will not be dependent upon the new plant.

Group 5: The Town Council. This group will decide whether the Wilson Manufacturing Company will be allowed to build the factory. (Decision Making/Attitudes & Appreciations)

▶In studying preservation of food and chemical reactions, students can identify four methods of preserving foods. Committees can then be formed to develop reports of one of these methods, and if possible, do a demonstration of the process and have a display of the product in its "preserved form." If actual demonstrations of canning and freezing are not practical, the production of dried fruit is usually easy to do (i.e. grapes to raisins in the sun). For additional impact this unit could be correlated with a social studies unit on the early United States and their food preservation techniques such as salting and drying. (Beginning Competency/Economic Awareness)

▶Utilizing a theme of WORKERS WIPE OUT WEBS have students develop a bulletin board, written report or other visible product during a unit on insects to show all the workers who might be involved in the protection, extermination, investigation and research of spiders. (Career Awareness)

▶The study of the terrain of the earth is a useful activity both for science, social studies and drafting (map-making). An interesting variation is to consider the shape of the ocean floor. An activity incorporating this is to use an opaque projector to display the shape of the continents on a large piece of paper, trace around the shown continents, find out from suitable references the various depth features and locations needed to plot them on the map. The resultant product will be of interest both to the students making it and to others when displayed. (Educational Awareness/Beginning Competency)

▶Make a simple hydrometer from a pencil and coil of wire. Wind enough wire around the eraser end of the pencil to allow about two inches of pencil to float above the surface of the water when it is placed in a vessle of fresh water. Mark the level on the side of the pencil with a file. Prepare a salt water solution as follows: pour salt into a beaker of water until no more salt will dissolve. Float the pencil hydrometer in the salt water solution and note what happens. Mark this level. Is it above or below that for fresh water? Try the hydrometer in different solutions such as pond water, sugar solution, syrup, alcohol, etc. (Beginning Competency)

▶In exploring useful ways to apply math concepts point out that percentages are used in many occupations to determine income. For example: some salesmen get a percentage of the sales as income; jobs give a percentage of the total to the laborer for his work. Give students examples of work situations such as: John is a tree trimmer solicitor and gets 20% of the bill for his labor. The trimmer himself gets $2.00 per hours. If the job requires ten hours, how much will he make?

Amy sells door to door and gets 35% commission on her sales. If she can sell $120 of merchandise per week what will her gross income be? (Beginning Competency)

▶Illustrate math occupations to students, and make them aware of the many jobs in which fractions are used every day. Originate a discussion and list on the chalkboard all the responses suggested by students of jobs in which fractions are used. Examples could include: plumbers, pipe fitters, electricians, carpenters, and other builders, grocery store price setting, material sales for clothing, etc. Problems relating to these practical usages could be developed for practice in the manipulation of fractions. (Beginning Competency)

▶Let students compute monthly income from a job that appeals to them at the time. They can pretend to live on these wages for one week or month. They will have to figure all living expenses, etc. and relate it to their potential income from the chosen work. They may lead to definite preferences as to type of work needed to support desired life-style. (Economic Awareness)

▶Mathematics related activities can be derived from a study of the classification of the jobs of people that students know into goods related and services types. Pie charts, graphs and other means of comparison can be developed from this "real" information and may have greater meaning to the student because of their personal connection with the items of data. (Economic Awareness)

▶Decision making can be applied to the investigation of interests and abilities. With concepts, skill and knowledge, the decision made will indicate how the student has grasped the main ideas. Assume (if such is not actually the case) the class is interested in a live band for a class dance (graduation, etc.). Follow the steps in decision making (state the problem, list the alternatives, calculate the consequences of each, make the decision, evaluate the results). Alternatives to a commercial live band might be records, tapes, student bands, etc. Evaluate costs of all alternatives. Evaluate the time required to raise the money for each alternative. Students should make the final decision, but teacher discreation must have been exercised prior to this point to ensure no decision is made that cannot be carried out to the evaluation stage. (Decision Making)

▶Utilize two or more classes of consumer math in a stock market competition. To teach economic principles, each class will be given $10,000 to invest in the stock market. If a guest speaker is available he should be brought into class to help students understand the relationship of legal and financial considerations in relation to the investment world. Students as a class will read the Wall Street Journal daily, invest their money, write a letter to their corporations to secure annual reports and other information, chart their stock. Field trips would enliven the unit. The basic spirit of competition can be a tremendous motivational device. Ideally the teacher can establish a bookkeeping system which allows for stock trades and sales. (Economic Awareness)

▶Help students become aware of the uses of per cent in the business world and to gain a familiarity with solving simple per cent problems. Select a group of students to serve as buyers to purchase enough cookies to provide four or five for each member in the class. When this group reports to the class the total price of the cookies, have the class determine the cost per cookie and decide on appropriate mark-up so that a profit can be made in selling the cookies. A group of "retailers" will then sell the cookies to members of the class at the agreed-upon retail price. Profits from the operation may be placed in a class fund for a future event. (This activity should be cleared with the administration in most schools as it related to actual money manipulations.) For further realism, a tax could be calculated for cookie sales, which exceed a given amount (say 10¢ total). (Beginning Competency/Economic Awareness)

▶Select a common, readily found item available through retail outlets in the community. Research this for cost from all sources If possible, find out the wholesale cost of the item. Chart this for calculation of per cent of mark-up. (Economic Awareness/ Beginning Competency)

▶Impress upon students the understanding of neat, legible work. Explain that you are going to give some oral problems and that the students are to work out the answers. Have the students do the work on plain white paper. Proceed with review type examples. When completed ask the students to "assess" their work. If they were employed by a person and the work was given to their boss, would he be pleased or embarrassed about the appearance of the paper? Are the papers neat, in order as the teacher gave the problems and are all number legible. (Attitude & Appreciations)

▶Let the students consider the following flow of written communication as an expansion of this activity.

Suppose that you are an engineer who has just had a great brainstorm. It must be sent to a draftsman for detailed plans, to scale and on to another craftsman to build a model of it. Later it must go to another party for testing. Can everyone read it all and know for sure that the message is communicated without mistake? (Beginning Competency)

▶From the home economics room, home or library acquire at least one cook book (recipe book) per student in the class. Select a recipe category common to all the references (i.e. chocolate cake) and have each student refigure the ingredients for half of the recipe and for double the recipe. Another way of stating the problem would be to have each student calculate the ingredients for enough to serve 24 people (this would be best used with a casserole recipe of some sort). Have the students check each other's work. For interest sake, a table could be developed on the board showing the differences in ingredients and quantities in the various recipes. If possible an activity session having the students test their mathematics by making a half recipe in the home economics kitchen would be vivid reinforcement if the accuracy of the calculations were in question. (Beginning Competency/Educational Awareness)

▶As an activity in physical education, or simply because of the motivational content, involve the students in the organization of a "Super Bowl" football game. They must consider all the persons having even a minute part in the production of such an endeavor aside from the actual team players and personnel. They could simply list all the jobs or the activity could be expanded to include application for the various jobs and, perhaps, even the staging of a game with another class, utilizing people for the more typical jobs brought out in the discussion. (Career Awareness)

▶When considering the possibilities of sports as a career it would be good to invite members of a high school sports team (any sport) to speak to the class concerning skills and attitudes necessary for team participation, eligibility requirements, etc. Also, one could expose the students to sports related activities in high school by asking members of the band, cheerleaders, pom pom line, and majorettes to speak on the same type of items. Have class members investigate sports activities and opportunities available to them in such programs as YMCA, YWCA, Parks and Recreation programs, Little League, "Pop Warner" football, and church teams. They may then make oral or written reports to the class of their findings. (Career Awareness)

▶Students can be asked to decide what recreation or leisure facility is lacking in their community. They can then either individually or as a team member, project what they would do to provide that facility for the community. They should consider such factors as: location, need, cost, financial backing, potential users and the number of such users. (Economic Awareness)

- During study of child development the students could be encouraged to study one particular act of social development. A toy should then be designed that would help a child develop the particular social skill or attainment studied. The entire class could cooperate on one toy, work in groups on several items, or each work on his own as seems best. (Beginning Competency/ Educational Awareness)

- After initial study of the physical development of children, let a group of interested students survey the toys available in local stores and differentiate between those strictly for "fun" and those that contribute to child development. This activity could be expanded upon to include the listing of those that are actually detrimental to children's physical development. (Beginning Competency)

- Have students make a "shopping list" of ten grocery items common to most homes and go to three or more grocery stores and price these items. Have a group discussion and comparison of the various prices found, the difference in prices, reasons for the differences, and effect of these differences on the family budget. (Economic Awareness)

- As a technique to teach physical development of the child, write down some of the physical characteristics and developmental tasks of certain age children on large pieces of colored papers. These papers are cut apart to form puzzles the students use to match. When correctly put together the two students report to the class the developmental task they "built." (Beginning Competency)

- Make arrangements to tour a nursery or day care center. Have students prepared to take appropriate photographs and develop an illustrated booklet showing the various job roles in such an institution. Stress the need for the right type of people in these jobs due to the total dependency upon them by the children. (Educational Awareness)

▶In studying preservation of food and chemical reactions, students can identify four methods of preserving foods. Committees can then be formed to develop reports of one of these methods, and if possible, do a demonstration of the process and have a display of the product in its "preserved form." If actual demonstrations of canning and freezing are not practical, the production of dried fruit is usually easy to do (i.e. grapes to raisins in the sun). For additional impact this unit could be correlated with a social studies unit on the early United States and their food preservation techniques such as salting and drying. (Beginning Competency/Economic Awareness)

▶Create a list of approximate wages per month of various local occupations. Have students list what they consider to be family "needs" during the month and apply a fairly realistic price to each. They can add these up and compare the resultant figure to the wage listed for a career that they are interested in and see what relationship exists. The result may be discussed (or written privately) as suits the local situation. (Economic Awareness)

▶Students are often more motivated to follow through on a project if the product will be utilized by others at completion. In as much as many elementary schools study safety signs (highway crossing, poison, etc.) an art project might involve the class making half size models of the major safety signs on poster board and mountng these for presentation to a elementary school classroom. As a combination project with the Driver's Ed. students, do a lesson on road courtesy and safety for the youngsters. (Beginning Competency)

▶A study of a famous architect such as Frank Lloyd Wright, can be made to determine his philosophy. Students can be asked how his architecture reflected his attitude toward his materials and the land available to him. In addition, students can discuss examples of modern architecture to determine how it reflects the modern world--the way we live and work, materials, space and utilization of natural resources. (Attitudes & Appreciations/ Beginning Competency)

▶Class members might select products in commercial advertising media which they do not care for and develop campaigns and media of a positive selling nature inspite of their dislike. They should try to see the product from another consumer's point of view. Truthfulness would be stressed. (Self Awareness/Beginning Competency)

▶To introduce some of the opportunities of careers in Art, students can produce and stock an art museum. All museum employees and their functions should be represented in this project. The art museum should be located in a large area, preferably not the art room for reasons of familiarity. Buyers can select displays (mixture of old masters as well as student products), art restorers should be utilized to repair displays, tour guides should be trained for younger students invited to the "showing." Guards will be required for "valuable displays." Instructors and demonstrators enliven the museum and make if live. Advertisements should be developed and approved by the museum manager. (Career Awareness/Attitudes & Appreciations)

▶Instead of simply assigning an oral or written report on a career, plan a career poster contest instead. Students' art work or magazine cut-and-paste can compose the top of the poster along with the job title, and the job description can be included on the bottom. The work might be displayed in the library or cafeteria and prizes or ribbons might be awarded. Very attractive prize ribbons can be made from satin ribbon and notary seals available from any office supply store. The making of the ribbons is a good project for an "assembly line" activity. (Beginning Competency)

▶To illustrate one segment of change throughout history, the students could after appropriate research, construct a diorama of an old fashioned schoolroom and/or of the reasonable future (perhaps 50 years from now). A search of parent's and grandparent's photo albums should find old class pictures in front of the school house. The district may also have archives or albums which can be used as a research data source. Excellent guest speaker potential exists for both history and future projections in retired district personnel and school architectural planners. (Attitudes & Appreciations)

- Have music students select tunes that are familiar to the class (minimum of 1 tune per 3 students) and write words to go with the tune. The subject of the new song could be virtues or disadvantages of a career they select. (Career Awareness)

- Following a brief introduction to self awareness studies, have students select a song from their contemporary "top ten" tunes that has music which express the way they feel about themselves. If possible have the student present this to the class either through records, tape or instrumental presentation.

  As a second step have the student try to make up a song that goes with this tune telling about a chosen vocation or life-style which they think of as desirable. (Self Awareness)

- Students should investigate their own community to assess agricultural career opportunities there. If the area is rural, comparisons of large single crop operations with smaller, more diversified farms would be appropriate. If possible, invite representatives of both types of farming operations to speak to the class. (Career Awareness)

- Following a study of local flora and their characteristics and care needs, students could do a survey of the plantings and types on the school grounds. A preliminary layout of the grounds with the plants identified could be developed. Students could use what they have learned about local flora to develop a proposed "Arizona Garden" for the school grounds as a display area and for practical experience in agriculture skills. This display could become a permanent part of the school grounds offering additional leaning experiences for other classes, such as science. (Beginning Competency)

- To investigate careers related to agriculture and science, students may construct a chart tracing an item such as wheat from seed to the breakfast table. At each stage appropriate occupational opportunities should be cited. As the chart progresses, suggest that students try to determine where they might like to fit into the process. (Career Awareness/Self Awareness)

▶The process of assisting students toward self sufficiency covers many things, among which is the ability to write checks, calculate balance in the bank, etc. Teacher designed bulletin boards could be motivational items to encourage study of the process of money checks and bank accounts. One could be entitled "The Story of a Check" and consist of a diagram of the passage of money through a checking account. It should show where money comes from (pay-check, etc.) a deposit slip, money in the bank, decision to buy something, check made out, trip of check back to the bank, bank pays money to the store, and check back to the writer with state-ment. A special section of the bulletin board should include checks "bounced" for insufficient funds, no signature or mistakes in writing process. (Economic Awareness)

▶As part of economics study, have student choose an item from a catalog, fill out the order blank, write a check to pay for it, fill out stub to see new balance, and address envelope to catalog vendor. (Economic Awareness)

▶Special attention must be paid to preparing the special student for seeking a job. The language arts skills are perhaps so low that much practice will be necessary to learn how to complete a standard application blank. Work should be done to ensure that the student has a copy, to take with him, of the most common information potential employers seek. (i.e., past work record, references, mother and father's name, place and date of birth, etc.). These may be compiled into a very concise form on a 5 X 8 card for the student to take on job hunting trips. (Employability Skills)

▶Oral communication skills in the interview may make the difference between getting the job or not. Role-play, simulations and actual practice interviews all contribute to increased skill in this area. Have students study a series of likely questions they will be asked. Demonstrate the interview for the class, have class members practice on each other (if possible, video-tape for replay), follow this with the assistance of an adult as the interviewer--preferably one the students do not know initially. (Employability Skills)

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10-12 Activities

SUBJECT MATTER	PAGE
English	99-106
Foreign Language	107-108
Social Studies	109-115
Science	116
Math	117-118
Home Economics	119-120
Physical Education	121-122
Art	123-124
Special Education	125
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Bonus Page Ideas for Math/Art	127-129
Gap Analysis-BRIGHT IDEAS	131

▶Students can learn how communication is distorted by participating in passing a story from person to person and observing its distortion after twenty to thirty minutes of passage.

A recorded item or news article is presented to one student. The teacher then directs the whispering of the story from student to student throughout the group. At the end of the allotted time, or when all have heard it once, the last person tells the story as he received it and the class can compare this story with the original. (Self Awareness/Educational Awareness/Beginning Competency)

▶To initiate interest and gain knowledge of journalism practices, organize the publishing of a one-issue class semester book. Initiatory activities could include a brainstorming session to list all the necessary jobs that are apparent, invitation of outside speakers to speak about various responsibilities in publishing, and possibly field trips to appropriate firms.

An editor and staff should be selected or otherwise obtained and planning sessions held prior to the actual attempt to write and publish the book. (Beginning Competency)

▶Following a study on skit writing, have students develop, then present, a skit about THE JOB INTERVIEW in which several factors are predetermined. The interviewer is looking especially for neatness in appearance; the interviewee is concerned mainly about working hours that will not interfere with his rock band group. Evaluation of the skit can bring out not only the reality of oral communication, but that of non-verbal communication as well. (Beginning Competency/Employability Skill)

▶Help your students explore the relationship between personal values and behavior by completing sentences such as: I am the one who always..., I come across in class like..., etc. This list sent is both short and suitable for a multitude of situations and should lead to a certain amount of introspective thought. (Self Awareness/Attitudes and Appreciations)

- Class members can make a list of qualities they feel make a good salesman. Then the role of salesman can be assigned to several volunteers along with the products they are to sell. They have overnight to prepare a sales approach which they can try out on a classmate the following day. The rest of the class could be asked to think of some sales situations which might arise whereby the salesman's talents and patience would be tried. Write these down on pieces of paper and then ask one volunteer salesman at a time to draw one out during his sales pitch and then improvise a way of dealing with the situation. (Beginning Competency/ Employability Skills/Attitudes and Appreciations)

- Impress on students the necessity and importance of following directions. Have them make up a set of their own directions i.e., how to get somewhere, how to do something specific such as a do-it-yourself job, etc. Give these written directions to other students and evaluate for effectiveness. Proceed in class discussion to cover the need for good directions and for following directions accurately. (Beginning Competency)

- Divide the class into small groups and assign them the topic of "Women's Liberation." They should be sure to cover important influences on occupation opportunities, activities and educational opportunities and achievements. Following the open discussion groups should present their conclusions. If opinions seem to be at variance within groups, or between groups, a further project of researching current literature on the general topic or an aspect of it would be in order. (Attitudes and Appreciations/ Beginning Competency)

- In reading fiction or non-fiction literature, occasionally ask the students to analyze the main characters and using what they know about this character, make decisions as to what these characters would do in other situations, such as:

  What kind of modern day career might they enjoy?
  What activities would they choose in leisure time?
  What would be their favorite subject in school?
  (Career Awareness/Educational Awareness/Attitudes & App.)

▶Here's something for vocabulary development and as introduction to information on ability and interest as related to the world of work. Involve students in an exercise similar to the following matching exercise.

1. Verbal	____ ability to see differences in colors
2. Numerical	____ ability to see differences and mistakes in written materials
3. Spatial	____ ability to understand and use ideas and words
4. Form Perception	____ ability to solve problems
5. Clerical Perceptions	____ ability to see and compare the different shapes of objects
	____ ability to reorganize and match various forms
	____ ability to see forms in space (Beginning Competency)

▶Play Hollywood Squares: Set up the desks in three sets of three. Choose one Master of Ceremonies, two contestants, two judges and nine players--the rest of the class will be the audience. Ask questions about the specific occupationsl area being studied, then have the player in the square picked by the contestant answer the question. If the contestant correctly agrees or disagrees with answer, he receives an "X". If the contestant incorrectly agrees or disagrees with the answer, the opponent receives an "O". Whoever first gets three marks in a row wins the game. (Career Awareness)

▶Help students to develop a frequently needed communication skill by assigning each student to think of something he does well and using materials and props if possible, explain how to do it to the class as though they represented a new employee assigned to do the job. (Beginning Competency/Employability Skills)

- As an exercise in communications, have students create a montage (collage with a central theme) expressing their personal interests, hobbies, abilities, etc. Normally this could be done within a one week period after you have explained what a montage is. Inform students that they may use any means printable to express themselves, pictures, words, symbols, etc. They need to be supplied with large sheets of paper and quantities of pictures, etc. though products should not be limited to your choice of supplies. Suggest that students prepare these at home, in secret and present them to the other students with no name attached. Upon completion and when they are all displayed, the class should try to identify the creators of each one. (Attitudes and Appreciations)

- As an additional activity to the making of the self-expressing montage (see above), instruct students to select one and attempt to write an analysis of the characteristics shown by it. Obviously they should not choose their own. Upon revealing who belongs to what montage, the analysis should be given to the appropriate person as a clue to how others see them. (Attitudes and Appreciations)

- Students can be asked to evaluate their local environment objectively. As they look around, do they see things that disturb them about the way shopping centers are going up, or new housing types are being placed or the treatment of old buildings. Essays describing their views could be written and discussed with the class. Another essay theme possibility would be, "The architect and social responsibility." (Beginning Competency)

- To develop communication skills, art abilities and expand career awareness have students develop as a class project a SUMMER JOBS FOR US Book. They would consist of ideas they have of jobs they could get during the summer months. Illustrations should be included as well as a cover design (contest for the awarding of the cover could be an additional activity with a panel of judges brought in for the occasion). Students should not only list the jobs and a one paragraph discription of what each would involve, they also need to develop guidelines of how to get these jobs and keep them. Ideally these would be printed (parent support might be found for this), or mimeographed, for distribution to class-members, or even sold for a slight fee to others in the school. (Beginning Competency)

▶In studying vocabulary, compile descriptive words such as "optimist, idealist, realist, politician, humorist, sage, etc." Reinforce work meanings by discussing vocations which demand some of these qualities. For example, the instructor may ask, "Which of these descriptive terms would be applicable to an executive secretary?" (Beginning Competency)

▶Employers, like everyone else, want to save as much money as they can. They have to pay to put a help-wanted ad in the newspaper. The more space they use, the more they have to pay, thus abbreviations are used. Develop a glossary, with the students to explain the most common abbreviations found in the help wanted columns of newspapers. Examples might include: immed. open., exc wk cond., or pd vac---immediate opening available, excellent working conditions or paid vacation). (Beginning Competency)

▶The scrambled sentences game can be utilized to summarize any concept - career or subject matter. The concept is written out--one word per flash card (5 X 8 cards work great). These can be prepared for flannel board, bulletin board or set in the chalkboard tray. Students then try to construct the concept sentence from the scrambled word order. The activity could have one student move only one card and another take his turn until the sentence has been successfully unscrambled. (Beginning Competency/Educational Awareness)

▶Each student will name those occupations that the word or product associated with the word have influenced. They may draw the product or symbol derived from the names of people who have had profound effects on language. A bulletin board entitled "What's in a Name?" could be the end product. (Beginning Competency)

Brougham	Mercerize	Galvanize	Lavaliere	Bra.le
Daguerreotype	Mesmerism	Joule	Mackinaw	Pinc.beck
Derrick	Sandwich	Maxwell	Mercator projection	Martinet
Diesel	Ampere	Ohm		Bobby
Ferris Wheel	Coulomb	Volt	Wedgewood	Silhouette
Hansom	Fahrenheit	Watt	Sheraton	Solon
Macadam	Farad	Chippendale	Sideburns	Maverick

▶The students might do a survey on the number and types of media available in his or her community. Is there a newspaper which includes national and international news, a radio station, library, book store, movie theater? What other sources exist for obtaining world news? Reports which evaluate the sources and quality of communication in the community could be given in writing or orally to the class. (Career Awareness)

▶Brainstorming, as a method of searching for solutions to problems, gives the student valuable experience in "thinking with others." The student who develops this ability will be preparing himself for active vocal social, civic and organizational participation. To make the technique most effective two rules are recommended: 1) judgment is ruled out; criticism of ideas must be withheld until later, and 2) complete openness is desirable; the wilder the idea, the more likelihood of winners in the session. The brainstorming technique can be used to demonstrate awareness of relationships between present interest and possible future occupations, to demonstrate awareness of the relationships between currently available occupational categories and the future availability of jobs, or any number of other directly career related topics. In addition the students will be developing an ability to concentrate on an agreed topic and to participate in the development of common understandings about the topic. (Decision Making/Attitudes & Appreciations)

▶Each student will match terms used in different fields of work with the person who uses such terms by finding the definitions for those terms which have occupational connotations.

Students will match the terms in column A with the workers in column B

Terms		Workers
1. blowup		_____ a coach
2. broadside		_____ a helmsman
3. checkup		_____ a civil defense worker
4. coddle		_____ a fabric salesman
5. derelict		_____ an armanent officer
6. dud		_____ a civil trial judge
7. evacuate		_____ a welfare worker
8. gridiron		_____ a baseball player
9. knot		_____ a ship builder
10. lawn		_____ a health official
11. receiver		_____ a waitress
12. shutout		_____ a naval gunner
13. spar		_____ a chef
14. stratum		_____ an archaeologist
15. tip	(Career Awareness)	_____ a photographer

▶Assist students in discovering methods used by advertisers and others to communicate with and influence the consumer. Draw attention to some general propaganda techniques and advertising aims. The students could be asked to name some of their favorite brands of various products and to state why they like them. Let students evaluate their real reasons for using the product and note if it is because of the effectiveness of the product or their response to effective advertising.

Further activity would be to have volunteers reenact a commercial for one of their favorite products for class analysis. Class involvement could result from this by the attempt to develop a better advertisement for the same product or the application of the techniques noted to another product.

Individual assignments could be the creation of written advertisements for real or fictitious products or the writing and presenting of T.V. or radio commercials for similar products. (Educational Awareness/Beginning Competency)

▶During a lesson on developing sentences and the question as a sentence, pose the situation: "If you were an interviewer for a company like Bell Telephone, what questions would you feel you need to ask your job applicants?" In groups of four the teacher asks the learner, and lists on the chalkboard, the questions. The class can then group the questions into categories according to the desired information as: likes and dislikes, work experience, personal life, appearance, skills, ambitions.

In conjunction with the staging of a play, have students carry out the entire process--applying for social security cards, writing personal resumes, filling out application forms, reading for parts or exhibiting skills for other related jobs, etc. Other potential activities would be contacting others who have presented the same play, ordering and securing props and materials, scenery construction, lighting, etc. Sales and organizational activities also would be of learning value, ticket sales, seating arrangements, refreshments and security must all be considered. (Educational Awareness)

▶When considering mass communication and advertising, have students select particular commercials to watch and critique. Discuss good and bad commercials and what makes them that way. Students may write scenario for their own commercial and others may act it out for class evaluation. This could be done with T.V. equipment, if available, and taped. (Educational Awareness)

- Through letters to civic organizations or personal friends the students could acquire knowledge of life-styles and related factors in other communities in other parts of the country. These can be compared with their own way of life in their own community. Interesting comparisons could be made about specialized occupations that exist in one and not the other. Similarities can also be noted and considered. (Attitudes & Appreciations)

- Have each student take a piece of paper and write down five jobs that he feels are "not important" in today's society. Compile the results and set up a debate on the value of the five jobs that were more frequently named. Following the debate a revote can be taken to see if opinions have been influenced by the presentations. Options should be provided for addition of new jobs to the list. (Career Awareness/Beginning Competency)

- In any appropriate setting when preparing to study the job interview technique, it would be an appropriate pretest activity to stage unrehearsed application interviews and tape them on video or audio tape for later reference. During the class study of how to apply for a job it would be good reference to refer back to these, to critique and discuss them. As students feel that they know the techniques well enough, they could stage a "model" interview on tape and compare it with earlier efforts. This should provide some interest and motivation. (Employability Skills)

- Students are often interested in travel. Have the students write to several large companies and ask for information regarding overseas operations. Ask if a foreign language is necessary and the degree of proficiency required for placement in the job. (Career Awareness/Beginning Competency/Decision Making)

- After obtaining copies of the Wall Street Journal for bulletin board material have students search for job advertisements and articles which indicate that a proficiency in one or more foreign languages is necessary for a specific job. (Career Awareness/ Beginning Competency)

- Compare jobs in France, Spain, etc. with jobs in the U. S. Write a simulated newsletter in French, for example, as a "Company Information Packet to Employees Going to the United States." Examine American jobs in construction, rock music, drive-in food service, etc. from the French point of view. (Employability Skills/Attitudes & Appreciations)

- In teaching a foreign language, a study of the culture is sometimes of value. Attention might easily be focused on local means of livelihood. For example, Cicero was a lawyer. What effects did his ability to speak well have on his career? Further, what modern terms are derived from Latin? This could be a good basis for discussion. (Beginning Competency)

- Have students write letters requesting job information in Spanish to a business that hires people with the skills that students are interested in. They will need to write a rough draft letter to be corrected by the teacher, then a final draft to be mailed. (Career Awareness/Beginning Competency)

- Help the students to develop a list to serve as a springboard for discussion of specific careers in general areas that would be enhanced by knowledge of a foreign language.

Examples of general areas and possible careers are:

Foreign Service	Armed forces stationed in particular countries
Business	Any position in an American firm in a foreign country, or a sales position in any foreign country
Peace Corps or Church-related work	Serving these agencies in any capacity in a foreign country
Foreign Study	Exchange student, foreign scholarship
And many others.....	(Career Awareness/Beginning Competency)

▶Have each student take a piece of paper and write on it five jobs that appear to be unimportant. Compile the results and arrange a debate on the value of the five most listed jobs by the class. (Self Awareness)

▶Discuss some popular T.V. character roles, such as "Archie Bunker" or "Lucy" and have students role-play an employer after a job interview with the character for a specified job such as: bookkeeper, field representative, desk clerk, teacher, lawyer. (Self Awareness)

▶To acquaint the students with the common contents of a traffic violation citation the teacher could devise a typical violation setting and have students use standard citation and report format to accurately record the details and cite drivers as appropriate. This would involve the following preparation:

Prepare an overhead transparency of model traffic ticket.
Discuss the portions of the ticket with the class.
Prepare ditto masters for ticket and record production.
Devise the situation and introduce it to students.
Consider local and state ordinances that pertain to the situation and determine citations etc. resulting.
(Beginning Competency)

▶In a unit on modern federal governmental agencies, a committee of students may be asked to contact the U. S. Department of Agriculture for information about opportunities in farming and for details on the incentives which the federal government offers farmers today. These can be incentives both to produce a product and to keep land fallow. State governments may also be similarly contacted and the findings should be presented to the entire class. (Career Awareness/Economic Awareness)

▶Have students assume that they are setting up a new town (people have actually done this in the past and will in the future). They need to think of all the different kinds of workers they would need and write job descriptions and want ads to hire them. Let them assume a fixed budget per day of a nominal figure ($1,000) and see if they could hire and pay the necessary people to make the new town function and prosper. (Economic Awareness)

- To investigate the manufacturing cluster area students may select one manufactured item and do research to discover how many different processes were involved in its production. The process may be illustrated graphically for the class and the various jobs which would be required at each stage of production could be delineated. (Career Awareness/Beginning Competency)

- As part of a lesson in economics students can be asked to make a survey of their local area to determine the type and number of construction projects under way. Is building booming, stagnating, or sporadic? What are the reasons behind the present construction climate? Their reports should be presented in class. (Economic Awareness)

- To allow each student to explore his relationship to Data, People, or Things, have the class bring in the want ad section and examine the want ads to find what qualifications employers expect for particular jobs. Each row could take a different column and work as a group with one person keeping a list. These lists would be reported to the whole class for discussion and determination of which qualifications would be skills and which would be personal values (neatness, etc.). A final list would be compiled stating what skills are most asked for in working with Data, in working with, or for People, and with Things. (Educational Awareness/ Beginning Competency)

- To relate the economy of a region to the physical and human resources, students can use the yellow pages of the telephone book to make a list of jobs related to a particular part of the economy (examples: agriculture). Then the jobs can be grouped under the headings of Data, People and Things. In the study of a specific region the job lists can be evaluated in relation to what has been learned about the physical and human resources of the region being studied. Out-of-city phone books are usually available in university libraries and in many public libraries. (Educational Awareness/Beginning Competency)

▶To study man's relationship to his environment and its constant changing character, develop a role-play situation in which the students imagine that they have suddenly been placed in the 21st century by a time machine. They should try to imagine the changes that man would have to meet in a changed environment. Then, the students should try to identify what things in their education would prepare them for living in that changed environment. (Educational Awareness/Beginning Competency)

▶There are many examples of times when a particular area experienced changes in growth rate and types of occupations. California in 1848 was such an example of this. Two factors operated in job changes: 1) Many of the people who came to prospect for gold were unsuccessful and had to make a living in some other way. 2)As the people poured into California there was an increased demand for goods and services so jobs in these areas became profitable.

Students can identify some of the goods and services which would be in demand in such a time and the jobs which would be related to these goods and services. They can identify jobs which were once a part of the area where they now live and which no longer exist.

The teacher should make sure that students understand the idea of technological and sociological change, causing some jobs and eliminating others. (Career Awareness)

▶Plan and produce a class newspaper. One column could be entitled "100 Years Ago Today" and include fictional items relating to the local area. There can also be a section of want ads listing jobs which would have been required in that day. This can involve some research which will precede the actual lesson. It can help students develop an understanding of the occupations which existed in our country during an earlier period and it can help students learn to assume responsibility for parts of a school project. (Employability Skills/Career Awareness)

▶To structure a learning activity to increase the students' comprehension of the concept "where you live influences how you live," utilize Arizona State Employment Service listing of major employers (by Phoenix or Tucson or for the state). Initially have students compute the distance they would travel from their present residence to three possible employers in their career interest area. Point out that in some instances the sheer distance may affect the availability of career choices. (Economic Awareness)

▶During a study of community services and citizenship, students could study the Civic Center Concept as a functioning part of a community. A survey of surrounding towns and cities would determine the presence or absence of such structures. Features to analyze would include buildings, interior capacity (based on community population, etc.), administration of such facilities, financing of Civic Centers, services provided, community involvement in the development of such structures. As a culminating activity students could design a Civic Center of the future. The design could get as complex as the class situation and time would allow. Some ideas to include, however, would be: buildings, landscaping, parking, transit systems, types of services, financing. (This type of project, especially if artistically done, lends itself well to public display through the news media). (Beginning Competency/Educational Awareness)

▶To develop an awareness on the part of the learner of more than one occupation suitable to his interests, place the following occupations on the board. The students will list ten of their interests and individual activities and places where these would be used or needed within the following occupations.

Bankers	Secretaries
Musicians	Ministers
Teachers	Pilots
Doctors	Authors
Lawyers	Farmers
Politicians	Construction workers

Compare the lists and using each occupation, decide what interests would fit each career. Through the class discussion the students will note their varied interests and occupations to fit these interests. (Self Awareness)

▶To develop student awareness of life-styles as they relate to living site, select a site other than the immediate neighborhood near the school. Have the students determine availability and convenience of services such as: health, shopping transportation, government, postal, police. Identify these on a map. Compare the findings with a similiar study in the neighborhood immediately surrounding the school plant itself. (Economic Awareness)

▶In studying social institutions to regulate society, have a group of students research the Federal Aviation Authority (F.A.A.) and report back to the class. Questions should include the following:

What kinds of control does the FAA have over individuals employed in the air transportation industry?
How does this control affect the daily lives of employees within the air transportation industry?
What kind of authority does the FAA have over the air transportation industry in general?
What kinds of standards does it set? How do these standards affect safety? (Career Awareness/Attitudes & Appreciations)

▶Here is an appropriate exercise in decision making. What caused these decisions? Each job shown below is based on one of the ten interests shown in column B.

Column A -- Job	Column B -- Interest
a. Farmer	_____ mechanical
b. Plumber	_____ clerical
c. Author	_____ literary
d. Settlement house worker	_____ musical
e. Filing clerk	_____ scientific
f. Bank cashier	_____ numbers
g. Sculptor	_____ persuasive
h. Violinist	_____ social service
i. Botanist	_____ outdoor
j. Politician	_____ artistic

(Career Awareness/Decision Making)

▶Relate the following situation to the class. "We have been warned that the earth will blow up in two days." We have just enough space ships for all the people plus a small space for supplies. We will need to decide what supplies we'll find on a planet to make our home and land on it."

Divide the class into groups of ten. Have each group decide what supplies to take; what should be done after landing; how the community should be set up; what kind of rules should apply; who will take the various responsibilities, etc.

Each person should write a page telling his feelings on working together in groups; the planning; the participation; cooperation; and other factors. Also it would be suitable to discuss the way the decisions were reached by the groups. (Decision Making/ Attitudes & Appreciations)

- Using historical data, have students consider and generalize why large population areas were developed. What were the economic, geographical and physical reasons for this occurrence? What effect was there from natural resources such as water, minerals, etc.? (Attitudes & Appreciations/Beginning Competency)

- Use a vivid portrayal technique of student opinion on values, to be readily observed by class members and teacher. Move the furniture away from one wall of the room, label the wall as an attitudinal scale ranging from Complete Agreement to Complete Disagreement with the typical two or three intermediate stations. As a group, prepare a set of some ten situational questions for the students to react to as they see fit. Suitable questions might resemble these:

  A. Safety: A high school student drives home from school without using his seatbelt. Do you agree with his apparent thought that his loss, in the event of an accident, would not be of major consequence to the world?

  B. Safety: A man with a wife and four children drives home from his job without using his seatbelt. Do you agree with his apparent thought that his loss, in the event of an accident, would not be of major consequence to the world?

  C. Social action: A college student grows his hair long just because it is protective coloration* even though he really doesn't agree with many of the opinions and causes of those he associates with. (Attitudes and Appreciations)

  (* good vocabulary lesson and tie in with science and social science concepts.)

- To become aware of the law of supply and demand in the employment marketplace students can utilize help wanted ads. Copies of "Want Ad" sections of newspapers from various parts of the country are needed (New York, San Francisco, St. Louis, etc.). These do not need to be especially current or even of the same date and could be reused after initial purchase. Students should first group the cities by similar cities in type of goods manufactured, or agricultural products, or population. Students then write a brief summary of their findings on the type and number of jobs available in each city and how this is related to the laws of supply and demand as they see it. Another activity would involve development of graphs and charts for specific job titles and different cities; i.e. carpenters in each of the major cities, or machinists in the smaller cities. (Skill Awareness/Economic Awareness)

▶ During a study of American history, bring out the role the auctioneer had as the economic system evolved. Today this career is still practiced in a highly specialized way to market tobacco, antiques, art objects and in Arizona, to raise funds and sell used furniture. It is a technique to sell goods rapidly and hopefully, get the highest price possible for the goods. Following such a study, have the students conduct their own auction using either student made and donated products or baked goods which the students have prepared, from the home economics kitchen. If materials come from the home, be prepared to send a written notice to the parents about the event, its function and their responsibility if any.

During a study of early settlements of American, identify some of the "dormant" occupations such as:

blacksmith	cutler	hornsmith
cooper	tobacconist	silversmith
housewright	fire-warder	sleighmaker
miller	coppersmith	cabinetmaker
tanner	wainwright	coachmaker
currier	bookbinder	shipwright
fuller	block printers	papermaker
cobbler	glass blower	glazier
weaver	ironmaster	signboard maker
tailor	apothecary	hatter
chandler	locksmith	whitesmith
tinker	wigmaker	

Indicate which of these occupations still exist in title though the duties and job descriptions may have changed greatly. Some of the occupations have disappeared except as demonstration pieces, others remain basically the same and are practiced daily as part of today's careers. (Beginning Competency)

- To help students in decision making and communication skills as well as providing an opportunity for them to practice application of science learning, do a simulation/role-play based on the following 5-group activity.

  Group 1: The Wilson Manufacturing Company representatives. Their company would like to build a plant in your community. The company plans show that the plant refuse will be dumped into the river.

  Group 2: The stockholders of the Wilson Manufacturing Co. If the company is not allowed to dump its refuse in the river, the stockholders will receive less profit.

  Group 3: The employers of the Wilson Manufacturing Company. If the company is not allowed to build a plant, these people will be unemployed.

  Group 4: Citizens for clean environment. They believe a clean environment is more important than industry. These people will not be dependent upon the new plant.

  Group 5: The Town Council. This group will decide whether the Wilson Manufacturing Company will be allowed to build the factory. (Decision Making/Attitudes and Appreciations)

- To acquaint the students with the chemical analysis skills involved in being a detective, devise clues such as blood samples, hair, fingernails, auto paint, clothing shreds, powder stains, tar, etc. Present these clues, along with a hypothetical crime problem to the class for solution. A time period should be specified for students to have presentation prepared for the "mayor" who is very anxious to solve this particular crime wave that is hitting the city. (Attitudes & Appreciations/Beginning Competency)

- In exploring useful ways to apply math concepts, point out that percentages are used in many occupations to determine income. For example: some salesmen get a percentage of the sales as income, jobs give a percentage of the total to the laborer for his work. Give students examples of work situations such as: John is a tree trimmer solicitor and gets 20% of the bill for his labor. The trimmer himself gets $2.00 per hour. If the job requires ten hours? Amy sells door to door and gets 35% commission on her sales. If she can sell $120 of merchandise per week what will her gross income be? (Economic Awareness)

- Illustrate math occupations to students and make them aware of the many jobs in which fractions are used every day. Originate a discussion and list on the chalkboard all the responses suggested by students of jobs in which fractions are used. Examples could include: plumbers, pipe fitters, electricians, carpenters and other builders, grocery store price setting, material sales for clothing, etc. Problems relating to these practical usages could be developed for practice in the manipulation of fractions. (Beginning Competency)

- Let students compute monthly income from a job that appeals to them at the time. They can pretend to live on these wages for one week or month. They will have to figure all living expenses etc. and relate it to their potential income from the chosen work. They may lead to definite preferences as to type of work needed to support desired life-style. (Economic Awareness)

- Mathematics related activities can be derived from a study of the classification of the jobs of people that students know into goods related and services types. Pie charts, graphs and other means of comparison can be developed from this "real" information and may have greater meaning to the student because of their personal connection with the items of data. (Economic Awareness)

▶Impress upon students the understanding of neat, legible work. Explain that you are going to give some oral problems and that the students are to work out the answers. Have the students do the work on plain white paper. Proceed with review type examples. When completed ask the students to "assess" their work. If they were employed by a person and the work was given to their boss, would he be pleased or embarrassed about the appearance of the paper? Are the papers neat, in order as the teacher gave the problems and are all numbers legible.

Let the students consider the following flow of written communication as an expansion of this activity.

> Suppose that you are an engineer who has just had a great brainstorm. It must be sent to a draftsman for detailed plans, to scale and on to another draftsman to build a model of it. Later it must go to another party for testing. Can everyone read it all and know for sure that the message is communicated without mistakes? (Beginning Competency)

▶From the home economics room, home or library acquire at least one cook book (recipe book) per student in the class. Select a recipe category common to all the references (i.e. chocolate cake) and have each student refigure the ingredients for half of the recipe and for double the recipe. Another way of stating the problem would be to have each student calculate the ingredients for enough to serve 24 people (this would be best used with a casserole recipe of some sort). Have the students check each other's work. For interest sake, a table could be developed on the board showing the differences in ingredients and quantities in the various recipes. If possible an activity session having the students test their mathematics by making a half recipe in the home economics kitchen would be vivid reinforcement if the accuracy of the calculations were in question. (Beginning Competency/Educational Awareness)

- To gain some understanding of the fashion design industry, let each student design and coordinate an outfit for their individual personality that will be evaluated and critiqued by the others in class. This will require some research and considerable thought as to why they selected a particular material or design and why it is well-suited to their personality. (Career Awareness/ Educational Awareness)

- In a study of housing, have students develop a bulletin board or poster series from the Sunday paper, or similar publication of housing development advertisements. If there is a new development within walking distance take a walking field trip. Have students look in particular, for the features that the builders are advertising as selling points. When the class returns to the classroom, discuss the discrepancies, if any, between the advertised feature and the in-fact construction. A second activity would involve an overall comparison of advertised housing cost in developments with special features listed. An analysis of the necessity and desirability of these special features should also be developed by the students as a study in values. (Economic Awareness/Beginning Competency)

- During a foods unit, locate a medieval "cookbook" that describes some of the recipes used during the period. (Precede the introduction of the recipes by reading a description from any history or historical fiction work of the "typical" feast of the manor hall.) Follow this with the cook's version of the same meal. Point out the differences in equipment, materials to use in meal preparation, eating utensils, food preservation techniques, etc. from the meals of that time to today. This same kind of comparison could also be done for farmer, or shoemaker.

  Utilize a study of the local housing industry and market to illustrate concepts of careers and life-styles. The role of status and the methods of achieving it can be brought into the discussion. The economic concepts of buying and building or renting/housing is another aspect of the industry appropriate to the social studies program of study. For example: classes can research what permits are necessary for building in the city, town, county, state? Is work inspected? By whom? At what stages of development? What regulated the building of different types of structures with a geographic territory? What are zoning laws? Who makes them? Who regulates them? What are the penalties for violation? What are building codes, etc? (Economic Awareness)

- In studying preservation of food and chemical reactions, students can identify four methods of preserving foods. Committees can then be formed to develop reports of one of these methods, and if possible, do a demonstration of the process and have a display of the product in its "preserved form." If actual demonstrations of canning and freezing are not practical, the production of dried fruit is usually easy to do (i.e. grapes to raisins in the sun). For additional impact this unit could be correlated with a social studies unit on the early United States and their food preservation techniques such as salting and drying. (Beginning Competency/Economic Awareness)

- After initial study of the physical development of children, let a group of interested students survey the toys available in local stores and differentiate between those strictly for "fun" and those that contribute to child development. This activity could be expanded upon to include the listing of those that are actually detrimental to children's physical development. (Beginning Competency)

- During study of child development, the students could be encouraged to study one particular act of social development. A toy should then be designed that would help a child develop the particular social skill or attainment studied. The entire class could cooperate on one toy, work in groups on several items, or each work on his own as seems best. (Beginning Competency/Educational Awareness)

- Make arrangements to tour a nursery or day-care center. Have students prepared to take appropriate photographs and develop an illustrated booklet showing the various job roles in such an institution. Stress the need for the right type of people in these jobs due to the total dependency upon them by the children. (Educational Awareness)

- Students may exhibit their knowledge of football rules by acting as referees for scrimmage football games and also by watching specified games on T.V., making their decisions on rulings and comparing them with the decisions made by officials at the scene. These comparisons could be recorded and used as a basis for class discussion at appropriate times. (Beginning Competency)

- Have students during a typical weekend of television watching, keep a tally of each recreational activity they hear mentioned and how many times it is referred to. When the class tally is compiled expand the discussion into divisions as: professional and amateur sports, those that require special training, those that can be done alone, in small groups, etc. Don't forget such recreational endeavors as bridge, fishing and hunting. (Appreciations and Attitudes)

- During a study of leisure activities available to youth, have students research those sports and leisure activities that have been sex-stereotyped until recent years. For example: golf, tennis, roller derby, auto racing, horse racing, basketball, etc. (Appreciations and Attitudes)

- Following a study (in depth) of a particular sports that has been developed on a professional level, have a one day lesson concerning what retired athletes in this sport (or any) have gone on to do in the world of work. This could be alternated with what they do during the off-season periods. (Note: there seems to be a tendency for these people often to go into sales careers--is there some significance to this?) (Attitudes & Appreciations)

- As an activity in physical education, or simply because of the motivational content, involve the students in the organization of a "Super Bowl" football game. They must consider all the persons having even a minute part in the production of such an endeavor aside from the actual team players and personnel. They could simply list all the jobs or the activity could be expanded to include application for the various jobs and, perhaps, even the staging of a game with another class, utilizing people for the more typical jobs brought out in the discussion. (Career Awareness)

- When considering the possibilities of sports as a career it would be good to invite members of a high school sports team (any sport) to speak to the class concerning skills and attitudes necessary for team participation, eligibility requirements, etc. Also, one could expose the students to sports related activities in high school by asking members of the band, cheerleaders, pom pom line, and majorettes to speak on the same type of items. Have class members investigate sports activities and opportunities available to them in such programs as YMCA, YWCA, Parks and Recreation programs, Little League, "Pop Warner" football, and church teams. They may then make oral or written reports to the class of their findings. (Career Awareness)

- Students can be asked to decide what recreation or leisure facility is lacking in their community. They can then either individually or as a team member, project what they would do to provide that facility for the community. They should consider such factors as: location, need, cost, financial backing, potential users and the number of such users. (Economic Awareness)

- Students are often more motivated to follow-through on a project if the product will be utilized by others at completion. In as much as many elementary schools study safety signs (highway crossing, poison, etc.) an art project might involve the class making half size models of the major safety signs on poster board and mounting these for presentation to an elementary school classroom. As a combination project with the Driver's Education students, a simulated roadway might be made for a primary class where riding toys are available and have the Driver's Ed. students do a lesson on road courtesy and safety for the youngsters. (Beginning Competency)

- A study of a famous architect such as Frank Lloyd Wright can be made to determine his philosophy. Students can be asked how his architecture reflected his attitude toward his materials and the land available to him. In addition, students can discuss examples of modern architecture to determine how it reflects the modern world--the way we live and work, materials, space and utilization of natural resources. (Attitudes & Appreciations/ Beginning Competency)

- Class members might select products in commercial advertising media which they do not care for and develop campaigns and media of a positive selling nature in spite of their dislike. They should try to see the product from another consumer's point of view. Truthfulness should be stressed. (Self Awareness/ Beginning Competency)

- To introduce some of the opportunities of careers in Art, students can produce and stock an art museum. All museum employees and their functions should be represented in this project. The art museum should be located in a large area, preferably not the art room for reasons of familiarity. Buyers can select displays (mixture of old-masters as well as student products), art restorers should be utilized to repair displays, tour guides should be trained for younger students invited to the "showing." Guards will be required for "valuable displays." Instructors and demonstrators enliven the museum and make it live. Advertisements should be developed and approved by the museum manager. (Career Awareness/Attitudes & Appreciations)

- To illustrate one segment of change throughout history, the students could, after appropriate research, construct a diorama of an old fashioned schoolroom compared to their concept of a schoolroom of the reasonable future (perhaps 50 years from now). A search of parents' and grandparents' photo albums should find old class pictures in front of the school house. The district may also have archives or albums which can be used as a research data source. Excellent guest speaker potential exists for both history and future projections in retired district personnel and school architectural planners. (Attitudes & Appreciations)

- The process of assisting students toward self sufficiency covers many things, among which is the ability to write checks, calculate balance in the bank, etc. Teacher designed bulletin boards could be motivational items to encourage study of the process of money, checks, and bank accounts. One could be entitled "The Story of a Check" and consist of a diagram of the passage of money through a checking account. It should show where the money comes from (paycheck, etc.) a deposit slip, money in the bank, decision to buy something, check made out, trip of check back to the bank, bank pays money to the store, and check back to the writer with statement. A special section of the bulletin board should include checks "bounced" for insufficient funds, no signature or mistakes in writing process. (Economic Awareness)

- As part of economics study, have student choose an item from a catalog, fill out the order blank, write a check to pay for it, fill out stub to see new balance, and address envelope to catalog vendor. (Economic Awareness)

- Special attention must be paid to preparing the special student for seeking a job. The language arts skills are perhaps so low that much practice will be necessary to learn how to complete a standard application blank. Work should be done to ensure that the student has a copy, to take with him, of the most common information potential employers seek. (i.e., past work record, references, mother and father's name, place and date of birth, etc.). These may be compiled into a very concise form on a 5 X 8 card for the student to take on job hunting trips. (Employability Skills)

- Oral communication skills in the interview may make the difference between getting the job or not. Role-play, simulations and actual practice interviews all contribute to increased skill in this area. Have students study a series of likely questions they will be asked. Demonstrate the interview for the class, have class members practice on each other (if possible, video-tape for replay), follow this with the assistance of an adult as the interviewer--preferably one the students do not know initially. (Employability Skills)

- During a study of the marketing process in business, have students draw cartoon posters illustrating several marketing functions. These can then be used in the classroom for illustration. If laminated they will be usable for several years. (Career Awareness)

- Students, to summarize a learning sequence, can tape record a debate. Resolved: Service-oriented industries offer greater rewards and challenges than product-oriented industries. The debate can bring out not only financial rewards, but psychological and status reinforcement as well. (Career Awareness)

- Students in Cooperative programs often have an activities survey type research and reports on opportunities in the local community. Have the students compile this information in an attractive and manageable format and offer it for sale to fellow students as a possible guide to work opportunities near home. This same project might also be one the local Chamber of Commerce would be interested in seeing or perhaps supporting in some manner. (Educational Awareness)

- During a study of the business block, get students to describe any specialized secretarial positions they know of (examples: legal secretary, medical secretary, school secretary). Discuss what factors might influence a secretary's choice for specialization--interest, job openings, salary, prestige, education or training required, etc. (Educational Awareness)

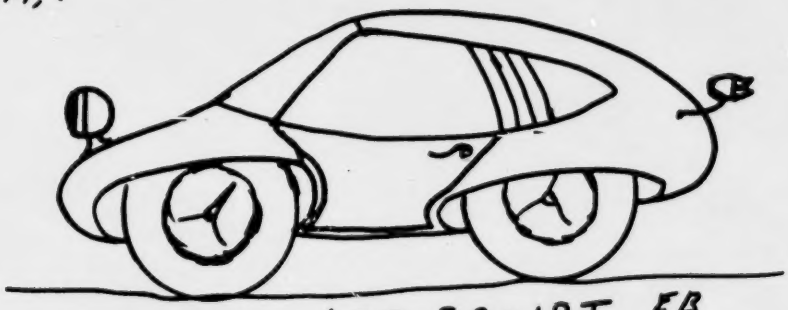
- Ask students to seek out a cooperative person who is currently, gainfully employed, and ask what advantages and disadvantages were associated with the last job change they made. (Career Awareness)

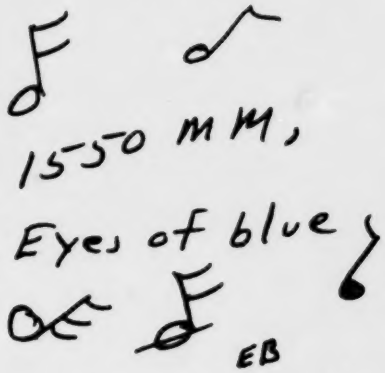
- Help students gain proficiency in understanding forms and also to become aware of the many facets of the Social Security Administration. Arrange a field trip to the nearest Social Security Office or for a resource person to speak to the students from that office about how one applies for a Social Security number and how the system functions. Forms and procedures could be presented that apply both to the individual and to his employers for full understanding. The culminating activity for students could be the actual application for a Social Security number by those students that do not already have one. (Beginning Competency)

- Let each student invent a product or service that he feels is useful. Have them develop reasons why people should buy their product or service and advertise accordingly. Let them try to sell the product or service to the rest of the class, being sure to include details of price, guarantee, and needed information for purchaser. (Beginning Competency)

Bonus Page
Ideas for Math/Art

Have students develop illustrations or cartoons using metric values, or use "familiar" quotes converted to metric as in, "I'd walk a mile/meter for a camel."




15-50 MM,
Eyes of blue
EB

WILD BILL'S
TRUSTY
WHAT?
EB

DEEP ENUF CHARLIE,
180CM x 180 CM x 90CM
EB

Gap Analysis-BRIGHT IDEAS

	CAREER AWARENESS	SELF AWARENESS	ATTITUDES & APPRECIATIONS	ECONOMIC AWARENESS	DECISION MAKING	BEGINNING COMPETENCY	EDUCATIONAL AWARENESS	EMPLOYABILITY SKILLS
10-12	21	7	21	15	5	43	16	8
7-9	31	8	15	24	9	46	16	4
4-6	25	7	7	22	5	27	9	--
K-3	45	9	11	8	2	24	4	--

ACTIVITIES MAY BE DUPLICATED